DOCUMENT RESUME

ED 252 259 JC 850 023

AUTHOR McKeague, Patricia M., Comp.; And Others
TITLE Survey of Honors Programs: A Resource Inventory and Directory, 1984.
INSTITUTION League for Innovation in the Community Coll., Laguna Hills, CA.; Moraine Valley Community Coll., Palos Hills, Ill.
PUB DATE 84
NOTE 101p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *College Curriculum; College Faculty; Community Colleges; *Honors Curriculum; Honor Societies; Program Administration; Program Descriptions; *Program Design; Surveys; Two Year Colleges; Two Year College Students

ABSTRACT

Drawing from a 1984 survey conducted by Moraine Valley Community College, this report provides composite and individual descriptions of 19 community college honors programs. Section I provides an overview of the survey on community college honors programs, which sought information on the organization of the program; the curriculum; and honors faculty, students, and organizations. Section II provides a composite report of study findings. Section III provides reports on specific college honors programs, presenting a brief history of the program; information on the advisory committee, program director's responsibilities, program budget, special features, courses, student recruitment, admission and retention requirements, student profile, honors faculty, instructional activities, course and faculty evaluation, counseling services, program completion, and follow-up after graduation; and future plans for the program. After section IV reports on the district-wide honors activities of the Maricopa Community Colleges and Miami-Dade Community College District, section V provides brief reports on the colleges identified in the survey as planning honors programs and section VI lists colleges without and not planning honors programs. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252259

S U R V E Y O F

HONORS PROGRAMS

A
RESOURCE INVENTORY AND DIRECTORY
1984

Compiled and Analyzed
by

Patricia M. McKeague
Professor of Communications and Literature

Christine M. White
Research Coordinator

Mary Kathryne Wilders
Associate Vice President of Marketing and Research

Moraine Valley Community College
10900 South 88th Avenue • Palos Hills, IL 60465

in cooperation with

The League for Innovation in the Community College
23276 South Pointe Drive, Suite 103 • Laguna Hills, California 92653

Terry O'Banion
Executive Director

JC 850023

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. M. McKeague

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Table of Contents

		Page
I.	Overview of the Survey	1
II.	A Composite Report on the Survey of Honors Programs	2
	A. Introduction	2
	B. The Honors Program	2
	C. The Honors Student	9
	D. Honors Courses	12
	E. Honors Faculty	16
	F. Honors Organizations	17
	G. Summary and Conclusions	19
III.	Reports on Specific Colleges with Honors Programs	22
	Dallas County Community College District	
	Brookhaven College	22
	Eastfield College	25
	Richland College	28
	Foothill-De Anza Community College District	
	Foothill College	32
	Kern Community College District	
	Bakersfield College	36
	Porterville College	38
	Los Angeles Community College District	
	West Los Angeles College	41
	Maricopa County Community College District	
	Glendale Community College	44
	Maricopa Technical Community College	47
	Mesa Community College	51
	Phoenix College	54
	Rio Salado Community College	57
	Scottsdale Community College	60
	South Mountain Community College	63

Table of Contents

		Page
III.	Reports on Specific Colleges with Honors Programs (continued)	66
	Miami-Dade Community College District	
	Mitchell Wolfson New World Center Campus	66
	North Campus	70
	South Campus	73
	Moraine Valley Community College	77
	Santa Fe Community College	80
IV.	Reports on District-Wide Honors Activities	83
	The Maricopa Colleges	83
	Miami-Dade Community College District Administration	84
V.	Reports on Colleges Planning Honors Programs	85
VI.	Reports on Colleges not Planning Honors Programs	88

I
OVERVIEW OF THE SURVEY

In early 1984, a survey on honors programs in the community college was developed by Moraine Valley Community College in conjunction with the League for Innovation in the Community College. Nine district and forty-six campus surveys were sent to colleges in the League for Innovation. The purpose of the questionnaire was to benefit any community colleges planning, offering, or evaluating an honors program.

The survey was designed to gather information on the following aspects of honors programs: the organization of the program, the curriculum, honors faculty, honors students, and honors organizations. Consisting of 60 questions, the survey was quite extensive. Both closed-ended and open-ended questions were asked.

Those institutions with an honors program underway were requested to answer all 60 questions. Those institutions with no honors program at the present were requested to answer only a portion of the questions. The colleges with no honors programs were further categorized by those who are planning a program in the future and those who are not planning a program at this time.

Forty-three of the forty-six institutions responded to the survey. The number of colleges in each of the three categories follows:

19 community colleges currently have an honors program.

10 community colleges do not have an honors program but plan to implement a program.

14 community colleges do not have an honors program and do not plan to begin a program.

Eight of the nine community college districts responded to a brief survey about district-wide honors activities. Two of the districts report district-wide honors activities.

For those honors programs currently in existence, a composite and individual summaries were written. The composite is an analysis of the results from the closed-ended questions for all honors programs combined. The individual summaries are composed of the most pertinent open-ended and closed-ended questions for each college. For district-wide activities and for colleges with no current honors program, brief individual summaries were written.

II
A COMPOSITE REPORT ON THE SURVEY OF HONORS PROGRAMS

A. Introduction

The closed-ended questions for the current nineteen honors programs were computer coded and analyzed using Statistical Analysis System (SAS) computer software. The results are presented in table form along with accompanying text.

It is important to note that not every honors program respondent answered every question. The number of honors programs responding to a specific question is indicated on each table either as part of the title or in the totals given. The percentage calculations are based on the number responding to a specific question. There is not a category for the percent of missing answers.

B. The Honors Program

Table 1 presents the distribution of the length of time each honors program has been in existence. The results are fairly evenly distributed among years from one year up to five years. The largest category includes those programs which have been in existence between two and three years (32%). The mean length of time is 33 months; the range is from four months to 60 months.

Table 1

Distribution of the Length of Time Honors Programs Have Been in Existence
n = 19

Number of Months	Percent
1 - 12	16%
13 - 24	21%
25 - 36	32%
37 - 48	16%
49 - 60	16%

The distribution of planning times for honors programs is presented in Table 2. The results are given in six-month intervals. The largest category (63%) is those honors programs which took 7 - 12 months to plan before implementation. The planning time averaged 12.5 months. Planning ranged from six months to 24 months.

Respondents were asked who was involved in the planning process. The results are shown in Table 3. Both administrators and faculty members are involved in the planning process for every honors program in the survey. Counselors and Admissions representatives

participate in this process in slightly over one-half of the community colleges surveyed. Financial aid representatives and students are involved in one-third of the planning committees. Community members and other groups are included to a small degree.

Table 2

Distribution of the Length of Time Spent Planning for Honors Programs Before Implementation
n = 19

Number of Months	Percent
1 - 6	16%
7 - 12	63%
13 - 18	11%
19 - 24	11%

Table 3

Frequency of Inclusion of Representative Groups in the Planning Proces
n = 18

Group	Yes	No
Administrators	100%	0
Faculty	100%	0
Counselors	56%	44%
Admissions representative	56%	44%
Students	39%	61%
Financial aid representative	33%	67%
Others	11%	89%
Community members	6%	94%

Sixteen of the nineteen community colleges, 84%, have an advisory committee for the honors program. Tables 4 and 5 give further information about the advisory committees. Every advisory committee has faculty members on it. Administrators (88%) and counselors (69%) are also present on a high percentage of advisory committees. Forty-four percent of the honors programs have admissions representatives and students on this committee. Financial aid representatives (25%), community members (6%), and other groups (13%) are included to a smaller degree.

Table 4

Frequency of Inclusion of Representative Groups
on the Advisory Committee
n = 16

Group	Yes	No
Faculty	100%	0
Administrators	88%	12%
Counselors	69%	31%
Admissions representative	44%	56%
Students	44%	56%
Financial aid representative	25%	75%
Others	13%	87%
Community members	6%	94%

The responsibilities of the advisory committee vary as shown in Table 5. Seventy-five percent of the committees organize/plan special functions and 63% approve applicants for the program. One-half of these committees approve course outlines; 44% design class schedules. Approximately one-third approve course syllabi, recommend faculty assignments, and assume other responsibilities.

Table 5

Frequency of the Types of Responsibilities
Assumed by an Advisory Committee
n = 16

Type of Responsibility	Yes	No
Organize/plan special functions	75%	25%
Approve applicants for the program	63%	37%
Approve course outlines	50%	50%
Design class schedules	44%	56%
Approve course syllabi	38%	62%
Other	38%	62%
Recommend faculty assignments	31%	69%

Eighteen of the 19 honors programs, 95%, have a director or coordinator. Information was requested regarding what the director receives for serving in this position. Table 6 indicates that 61% of the

directors receive released time for performing this function. The amount of released time ranges from six hours to nine hours per semester. None of the directors receive additional monetary compensation for their role. Twenty-two percent (4) of the directors receive a type of compensation other than those listed on the questionnaire. Two of the directors receive both released time and other compensation.

Table 6

Frequency of the Types of Compensation
Received by Honors Program Directors
n = 18

Compensation	Yes	No
Released time	61%	39%
Additional monetary compensation	0	100%
Other forms of compensation	22%	78%

The respondents were asked to indicate the academic programs related to the honors program at their school as shown on Table 7. Three-fourths of the honors programs are related to liberal arts/transfer programs and 68% are related to the general education program. The occupational programs and certificate programs are associated with the honors programs in 37% and 5%, respectively, of the community colleges surveyed.

Table 7

Frequency of the Relationship of Honors Program
to Major Academic Programs
n = 19

Academic Program	Yes	No
Liberal Arts/Transfer Program	74%	26%
General Education Program	68%	32%
Occupational Program	37%	63%
Certificate Program	5%	95%

Over one-half of the respondents use each of the marketing strategies given in Table 8. The most common types of marketing strategies used to publicize honors programs are brochures (90%), flyers (84%), and direct mailings (84%). Press releases are used by 74% of the respon-

dents, other marketing strategies not presented on the questionnaire are used by 63%, and media coverage of special events is used by 53%.

Table 8

Frequency of the Use of Various Types of Marketing Strategies to Publicize the Honors Program
n = 19

Marketing Strategy	Yes	No
Brochures	90%	10%
Flyers	84%	16%
Direct mailings	84%	16%
Press releases	74%	26%
Other marketing strategies	63%	37%
Media coverage of special events	53%	47%

The number of dollars allocated to each honors program varies greatly by institution. The budget figures given are for the dollars specifically allocated in a separate account for the honors programs. There were numerous comments on the response forms to the effect that some of the actual costs were included in other budgets and these figures were not generally available. As indicated on Table 9, the category of $10,001-$20,000 is the budget category for 50% of the institutions. Eighty-five percent of the annual budgets are $20,000 or less. The mean figure for allocated dollars is $13,024. Annual budgets ranged from $0-$40,000.

Table 9

Distribution of the Annual Number of Dollars Specifically Budgeted for Honors Programs

Dollars	Number	Percent
$0	2	14%
$1 - $10,000	3	21%
$10,001 - $20,000	7	50%
$20,001 - $30,000	1	7%
$30,001 - $40,000	1	7%
Total	14	100%

Respondents were asked to indicate the features which their honors program has. The results are shown in Table 10. Those features which 75% or more of the honors program have are special "honors section" of classes (84%), academic advisement (84%), scholarships (84%), and recognition banquets (79%). The features with 50% - 74% positive responses are specially designed courses, seminars, and workshops (68%), special educational or intellectual activities in addition to course work (68%), career counseling (68%), faculty mentors (68%), social activities (68%), interdisciplinary studies/ courses (63%), "in-course" honors (53%), opportunities for research (53%), and features not specifically listed (53%). Positive responses in less than 50% of the honors programs were obtained for these features: personal counseling (47%), "special privileges" such as early registration, bypassing requirements, etc. (47%), and an honors meeting room or lounge (42%).

Table 10

The Frequency of Honors Programs
Offering Special Features
n = 19

Feature	Yes	No
Special "honors section" of classes	84%	16%
Academic advisement	84%	16%
Scholarships	84%	16%
Recognition banquet	79%	21%
Specially designed courses, seminars, workshops	68%	32%
Special educational or intellectual activities in addition to course work	68%	32%
Career counseling	68%	32%
Faculty mentors	68%	32%
Social activities	68%	32%
Interdisciplinary studies/courses	63%	37%
"In-course" honors	53%	47%
Opportunities for research	53%	47%
Other features	53%	47%
Personal counseling	47%	53%
"Special privileges" (i.e., early registration, bypassing requirements, etc.)	47%	53%
An honors meeting room or lounge	42%	58%

Each respondent was asked to list the three features which honors students consider the most important to an honors program. The frequency of mention of each of the features as being important is tabulated in Table 11. The percent of time it was mentioned is also

given. It is obvious that scholarships are the single largest feature which attracts students to honors programs. This feature is listed by ten respondents as an important feature and, therefore, comprises 20% of the total responses. Also receiving an encouraging number of positive responses are special "honors section" of classes (14%), "special privileges" (12%), specially designed courses, seminars, workshops (10%), and other features (10%). These features received some response to this request: interdisciplinary studies/courses (6%), special educational or intellectual activities in addition to course work (6%), academic advisement (6%), "in-course honors" (4%), faculty mentors (4%), recognition banquet (4%), career counseling (2%), and an honors meeting room or lounge (2%). Personal counseling, opportunities for research, and social activities were not mentioned as important features by any of the respondents.

Table 11

Frequency of the Three Special Features
Honors Students Consider the Most Important

Feature	Number of Total Responses*	Percent of Total Responses+
Scholarships	10	20%
Special "honors section" of classes	7	14%
"Special privileges" (i.e., early registration, bypassing requirements, etc.)	6	12%
Specially designed courses, seminars, workshops	5	10%
Other features	5	10%
Interdisciplinary studies/courses	3	6%
Special educational or intellectual activities in addition to course work	3	6%
Academic advisement	3	6%
"In-course" honors	2	4%
Faculty mentors	2	4%
Recognition banquet	2	4%
Career counseling	1	2%
An honors meeting room or lounge	1	2%
Personal counseling	0	0
Opportunities for research	0	0
Social activities	0	0
Total	50	100%

* Each honors program was allowed three responses to the question.
\+ The highest possible response rate for any feature is 33% (18/54) since 18 colleges gave at least one feature.

C. The Honors Student

The distribution of the number of students enrolled in the honors program at each institution is given in Table 12. The results are clustered in various categories. These categories each include 21% of the honors programs: 1-19 students, 40-59 students, 80-99 students, and 100+ students. Forty-two percent of the honors programs have 80 students or more. The mean number of enrollees is 71. The enrollment ranges from ten students to 250 students per program.

Eighty-four percent of the colleges responding allow part-time students to enroll in the honors program. Sixteen percent of the honors programs do not enroll part-time students.

Special counselors are assigned to honors students by 61% of the respondents. Thirty-nine percent of the respondents do not assign special counselors to honors students.

Table 12

Distribution of Current Student Enrollment in Honors Programs
n = 19

Number of Students in Honors Program	Percent
1-19	21%
20-39	11%
40-59	21%
60-79	5%
80-99	21%
100+	21%

The most commonly used means of recruitment for the honors program are special mailings to high school students (84%), high school visitations (79%), special mailings to currently enrolled students (74%), and the college schedule/mailer (74%) as shown in Table 13. The least common means are special recruitment meetings on the college campus (42%), ads in college newspapers (32%), and ads in high school newspapers (16%). Fifty-three percent of the programs used other means not included specifically in the questionnaire.

Demographic data on sex, age, and ethnic origin were collected for the honors students. The mean value for the proportion of females in honors programs is 61% as shown in Table 14. The percentage ranges from 15%-80% per program. The proportion of males averages 39%. Percentages of males range from 20%-85% per program.

Table 13

Frequency of the Use
of Various Recruitment Methods
n = 19

Recruitment Method	Yes	No
Special mailings to high school students	84%	16%
High school visitations	79%	21%
Special mailings to currently enrolled students	74%	26%
College schedule/mailer	74%	26%
Other	53%	47%
Special recruitment meetings on the college campus	42%	58%
Ads in college newspapers	32%	68%
Ads in high school newspapers	16%	84%

Table 14

Mean Values for the Sex of
Honors Program Students
n = 15

Sex	Mean Value	Range of Values
Female	61%	15% - 80%
Male	39%	20% - 85%

A summary of the data requested on the ages of the students in the honors programs is shown in Table 15. The mean values for all the honors programs are as follows: 18-20 years, 43%; 21-22 years, 11%; 23-24 years, 13%; and 25 years or older, 33%. There is a wide range of values within each age group.

Data on the ethnic origin of honors students is given in Table 16. On the average, the student population is 82% Caucasian, 12% Hispanic, 3% Asian, 2% Black, 0.3% American Indian, and 0.7% other ethnic groups. Among honors programs, though, there is a wide range of distribution of ethnic groups as indicated on the table.

Table 15

Mean Values for Various Age Groups
of Honors Program Students
n = 14

Age Group	Mean Value	Range of Values
18 - 20 years	43%	0 - 99%
21 - 22 years	11%	0 - 50%
23 - 24 years	13%	0 - 85%
25+ years	33%	0 - 98%

Table 16

Mean Values for the Ethnic Origin
of Honors Program Students
n = 13

Ethnic Origin	Mean Value	Range of Values
Caucasian	82%	53% - 98%
Hispanic	12%	0 - 40%
Asian	3%	0 - 20%
Black	2%	0 - 12%
American Indian	0.3%	0 - 3%
Other	0.7%	0 - 6%

Information on honors program graduates was collected for those honors programs with graduates. Sixty-one percent of the honors programs have graduates; 39% do not. The total number of graduates per program ranges from four to 370. The distribution is not very evenly spread out, though, since the second highest value below 370 is 23. Therefore, the median value was used for the calculation of the average number. The result is that, on the average, there are five graduates per program.

Data was requested from the colleges with graduates regarding student pursuits immediately following graduation. In 91% of the colleges, some or all of the honors students transferred to a senior institution as shown in Table 17. In 27% of the colleges, some or

all of the honors students entered the job market. In 18% of the colleges, some or all of the students pursued a future other than transferring to a senior institution or entering the job market.

Eighteen percent of colleges with graduates have done follow-up studies of the graduates and 82% have not done follow-up studies.

Table 17

Frequency of the Type of Student Pursuits Following Graduation
n = 11 (colleges with graduates)

Student Pursuit	Yes	No
Transfer to a senior institution	91%	9%
Enter the job market	27%	73%
Other	18%	82%

D. Honors Courses

The number of honors classes offered by the colleges each semester ranges from two to 24. The average number is eight. As indicated on Table 18, almost one-half of the institutions offer between one and five classes each semester. Seventy-seven percent of the institutions offer ten or less classes each term.

Table 18

Distribution of the Number of Honors Classes Offered Each Semester
n = 13

Number of Honors Classes	Percent
1 - 5	46%
6 - 10	31%
11 - 15	8%
16 - 20	8%
21 - 25	8%
	100%

The average enrollment in honors classes ranges from ten to 25 per class. The overall average for all institutions is 17. The percent of institutions reporting enrollments by category is given in Table 19. One-half of the average enrollments are 15 students or less. It should be noted that only 12 of 19 institutions answered this question. According to responses to the questionnaire, 53% of the institutions limit the class size of honors classes and 47% do not limit the size.

Table 19

Distribution of the Average Enrollment in Honors Classes
n = 12

Number of Students	Percent
10 - 12	17%
13 - 15	33%
16 - 18	17%
19 - 21	25%
22 - 25	8%
	100%

The time period during which honors classes are offered relates to whether the classes are offered during the day or evening. Table 20 indicates that 63% of the programs offer honors classes during both the day and the evening; 37% offer the classes only during the day, and none of the programs offer honors classes only during the evening.

Table 20

Distribution of Time of Day During Which Honors Classes Are Offered
n = 16

Time of Day	Percent
Both day and evening	63%
Day only	37%
Evening only	0%
	100%

Honors classes are block scheduled by 43% of institutions and are not block scheduled by 57%.

Honors classes are offered during the summer session in 13% of colleges responding to this question and are not offered in 87% of the colleges. The two colleges which offer honors classes during the summer session limit students to registering for only one class.

The distribution of the completion rate in honors classes and in classes for the college as a whole is given in Table 21. The completion rate in honors classes is in the range of 71%-100% for 83% of the colleges responding. On the other hand, the completion rate in classes for the college as a whole is more evenly spread out over the first four categories. There are no completion rates in the category of 91%-100% for classes in the college as a whole. On the average, the completion rate in honors classes is 12% higher than that in classes for the college as a whole.

Table 21

Distribution of Completion Rates in Honors Classes and in Classes for the College as a Whole

	Completion Rate in Honors Classes		Completion Rate in Classes for the College as a Whole	
Category	Number	Percent	Number	Percent
51% - 60%	1	8%	3	33%
61% - 70%	1	8%	1	11%
71% - 80%	3	25%	3	33%
81% - 90%	4	33%	2	22%
91% - 100%	3	25%	0	0
Total Respondents	12	100%	9	100%
Mean Value		83%		71%

In Table 22, three-fourths or more of the honors programs indicated that major instructional differences between honors classes and regular classes are additional reading assignments (88%), more in-depth discussion (88%), more independent study (81%), additional research (81%), problem solving activities (81%), additional writing assignments (81%), critical/creative thinking exercises (75%), and class presentations (75%). In the case of interdisciplinary activities,

63% agreed that this is a major instructional difference. Nineteen percent of the honors programs indicated that there are other major instructional differences not presented on the questionnaire.

Table 22

Frequency of Major Instructional Differences
Between Honors Classes and Regular Classes
n = 16

Instructional Differences	Yes	No
Additional reading assignments	88%	12%
More in-depth discussion	88%	12%
More independent study	81%	19%
Additional research	81%	19%
Problem solving activities	81%	19%
Additional writing assignments	81%	19%
Critical/creative thinking exercises	75%	25%
Class presentations	75%	25%
Interdisciplinary activities	63%	37%
Other	19%	81%

Respondents were asked which groups of people evaluate the honors courses. As shown in Table 23, every respondent answering this question stated that honors courses are evaluated by students. Eighty-eight percent of the colleges include faculty in the evaluation process and 71% include the departmental chairperson. Administrators are involved 53% of the time and other individuals, such as the Honors Program Coordinator, are involved in evaluation 18% of the time.

Table 23

Frequency of Inclusion of Representative Groups
in the Evaluation of Honors Courses
n = 17

Group	Yes	No
Students	100%	0
Faculty	88%	12%
Departmental chairperson	71%	29%
Administrators	53%	47%
Other	18%	82%

E. Honors Faculty

The teaching load of faculty who teach honors classes is given in Table 24. At 41% of the colleges, both full-time and part-time instructors teach honors classes. Full-time instructors only are allowed to teach these classes at 59% of the institutions. None of the colleges allow only part-time instructors to teach the classes.

Table 24

Distribution of the Type of Overall Teaching Load Carried by Honors Faculty
n = 17

Overall Teaching Load	Percent
Both full-time and part-time	41%
Full-time only	59%
Part-time only	0
	100%

There is not clearcut agreement among honors programs regarding who chooses the honors faculty as seen in Table 25. In 65% of the colleges, the departmental chairperson is involved in the selection process. Administrators are included by 47% of the colleges, and other individuals not presented on the questionnaire are included by 41% of the institutions. Honors faculty are chosen by peers in 12% of the schools and by students in 6% of the colleges.

Table 25

Frequency of Inclusion of Representative Groups in the Process of Choosing Honors Faculty
n = 17

Group	Yes	No
Departmental chairperson	65%	35%
Administrators	47%	53%
Other	41%	59%
Peers	12%	88%
Students	6%	94%

Honors faculty are not given additional compensation for teaching honors courses in 88% of the colleges. Two (12%) of those responding to this question stated that honors faculty receive additional compensation.

Table 26 presents information on who is involved in honors faculty evaluation. Students are given the opportunity to evaluate the faculty in 94% of the colleges and the departmental chairperson is included in evaluation in 75% of the colleges. Administrators (50%), peers (38%), and other individuals (25%) are included in the process of evaluation at a smaller percentage of schools.

Table 26

Frequency of Inclusion of Representative Groups in Evaluation of Honors Faculty
n = 16

Group	Yes	No
Students	94%	6%
Departmental chairperson	75%	25%
Administrators	50%	50%
Peers	38%	62%
Other	25%	75%

Data on the number of honors courses a faculty member may teach in one semester is shown in Table 27. Seventy-nine percent of honors programs allow instructors to teach one or two honors classes per semester. One institution allows faculty members to teach up to five honors courses per semester. Two institutions do not limit the number of courses.

F. Honors Organizations

Table 28 presents information on organizations affiliated with the honors programs. Eighty-one percent of the honors programs are affiliated with Phi Theta Kappa, 75% are affiliated with the National Collegiate Honors Council, and 69% are affiliated with Regional Honors Councils. Honors programs are affiliated with other organizations to a lesser extent (38%).

Table 27

Distribution of the Number of Honors Courses Faculty Members May Teach Each Semester
n = 14

Number of Honors Courses	Percent
1	36%
2	43%
3	0
4	0
5	7%
Not limited	14%
	100%

Table 28

Frequency of Honors Program Affiliation with Various Organizations
n = 16

Organization	Yes	No
Phi Theta Kappa	81%	19%
National Collegiate Honors Council	75%	25%
Regional Honors Councils	69%	31%
Other	38%	62%

G. Summary and Conclusions

- The average length of time current honors programs have been in existence is 33 months.
- The most likely length of time (63%) for planning an Honors Program is between 7 and 12 months.
- Both administrators and faculty members are involved in the planning process for every honors program.
- A large percentage, 84%, of the honors programs have an advisory committee.
- The advisory committee always includes administrators and very likely includes faculty members (88%).
- The most common responsibilities for an advisory committee include organizing/planning special functions (75%) and approving applicants for the honors program (63%).
- Eighteen of the 19 honors programs (95%) have a director or coordinator. Eleven of the directors receive from 6 - 9 hours of released time per semester.
- The most likely academic program related to an honors program is a Liberal Arts/Transfer Program (74%) or a General Education Program (68%).
- The most common types of marketing strategies used to publicize the honors program are brochures (90%), flyers (84%), and direct mailings (84%).
- One-half of honors program budgets (dollars specifically allocated for this program) are in the category of $10,001 - $20,000 per year.
- The four features which the largest percentage of honors programs offer are special "honors sections" of classes (84%), academic advisement (84%), scholarships (84%), and recognition banquets (79%).
- The three most important features for students as rated by the respondents are scholarships (20%), special "honors section" of classes (14%), and "special privileges" such as early registration, bypassing requirements, etc. (12%).
- There is a wide range of student enrollment in honors program. The number ranges from ten to 250 students per program. The mean value is 71.

- The majority (84%) of the honors programs allow part-time students to enroll.
- Approximately two-thirds of the programs assign special counselors to the honors students.
- Students are recruited into the program primarily through special mailings to high school students (84%), high school visitations (79%), special mailings to currently enrolled students (74%), and through the college schedule/mailer (74%).
- On the average, sixty-one percent of honors students are female; thirty-nine percent of honors students are male.
- The majority of honors students either are in the age group of 18-20 years (43%) or are 25 years or older (33%).
- Eighty-two percent of all honors students are Caucasian. The next single largest ethnic group is Hispanics which compose 12% of the students.
- The average number of honors program graduates, for those programs with graduates, is five.
- Honors program graduates primarily transfer to senior institutions after graduation.
- Approximately one-half of the honors programs offer five or less honors classes per semester. Seventy-seven percent of the programs offer ten or fewer honors classes per semester.
- Slightly more than one-half of the institutions limit the size of honors classes.
- The average enrollment in honors classes is 15 students or less per class in 50% of the honors programs.
- Sixty-three percent of the programs offer honors classes both during the day and in the evening rather than only one or the other.
- Honors classes are block scheduled by 43% of the programs.
- Only 13% of the programs offer honors classes during the summer session.
- Overall, the completion rate in honors classes is 12% higher than the completion rate in classes for the college as a whole.
- The most commonly given major instructional differences between regular classes and honors classes are additional reading assignments (88%) and more in-depth discussion (88%).

- Honors courses are most commonly evaluated by students (100%) and faculty (88%).
- At 59% of the colleges, full-time faculty only are allowed to teach honors classes. The remaining 41% of the colleges allow both part-time and full-time faculty to teach honors classes.
- The most commonly agreed upon individual involved in choosing honors faculty is the departmental chairperson (65%).
- Honors faculty receive additional compensation in only 12% of the institutions.
- Honors faculty are evaluated primarily by students (94%) and by the departmental chairperson (75%).
- Seventy-nine percent of honors programs do not allow faculty to teach more than two honors courses per semester.
- The organizations with which the most honors programs are affiliated are Phi Theta Kappa (81%) and the National Collegiate Honors Council (75%).

III
REPORTS ON SPECIFIC COLLEGES WITH HONORS PROGRAMS

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
BROOKHAVEN COLLEGE
3939 VALLEY VIEW
FARMERS BRANCH, TEXAS 75234
(214) 748-5200

HONORS PROGRAM DIRECTOR: SUSAN M. TODD

History of the Program

The Honors Program has been in existence for five years. A planning committee consisting of administrators, faculty, students, counselors, a financial aid representative, and an admissions representative worked on developing the program for one year before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, counselors, a financial aid representative, an Admissions representative, and representatives from the non-contractual (clerical) staff. The functions of the committee are to recommend course syllabi, prepare the budget and organize/plan special functions.

Program Director's Responsibilities

The primary function of the director is to convene the Honors Committee monthly. This committee discusses upcoming programs, sets criteria for different honors lists, coordinates the honors ceremony at graduation, and coordinates the different honors and programs. The director receives no released time or extra compensation for serving in this position.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer Programs and to the General Education Program. There is not a separate distinct Honors Program; instead, honors courses are offered in specific disciplines. There was no separate budget ($0) for the Honors Program for the 1983-1984 year.

Special Program Features

The features of the honors program are special "honors section" of classes; interdisciplinary studies/courses; specially designed courses, seminars, workshops; special educational or intellectual activities in addition to course work; academic advisement; career counseling; personal counseling; faculty mentors; opportunities for research in Southern Methodist University labs; scholarships; a

special ceremony at graduation; and special recognition on the transcript. The three features which honors students consider the most important are the special "honors section" of classes, the specially designed courses, and the special recognition at graduation and on the transcript.

Special recognition is given to honors students at graduation. A special seal is affixed to the degree or diploma, the students are listed separately on the program, and they wear a special colored tassel.

Program Courses

Honors courses are offered in English, government, science, and business. Approximately four honors courses are offered each semester, with an average enrollment in the classes of 15. The maximum class size is determined by the instructor based on the most efficient pupil:teacher ratio and use of facilities. Honors classes are offered during the day only; some of the classes are block scheduled and some are not.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, press releases, direct mailings, and the class schedule. Students are recruited for the program via high school visitations, special recruitment meetings on the college campus, ads in high school and college newspapers, the college schedule/mailer, and class announcements.

Admission and Retention Requirements

Admission requirements for the honors program vary with respect to subject and division. An average of B is generally required for retention in the program.

Student Profile

Approximately 100 students are enrolled in the honors program at any one time. The demographic profile (sex, age, ethnic origin) of the honors students is estimated as the same as that for the entire Brookhaven College student body. However, the figures for the student body are not given in the survey response.

Both full- and part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is three.

Honors Faculty

Only full-time faculty who volunteer teach honors classes. A faculty member may teach one honors course each semester. Honors

faculty are not given additional compensation for teaching these classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are class discussion and independent projects. The major instructional differences between regular classes and honors classes are additional reading assignments, more independent study, more in-depth discussion, interdisciplinary activities, additional research, critical/creative thinking exercises, class presentations, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated yearly by the students, the faculty, the departmental chairperson, and the administrators. Honors faculty are evaluated yearly by the students and periodically, depending upon the instructor's contract, by the departmental chairperson.

Counseling Services

Honors students are not assigned to special counselors, but they can utilize the standard student counseling services. In addition, faculty mentor relationships are encouraged.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 90%. The completion rate in classes for the college as a whole is not reported.

At this time, information on the number of graduates and follow-up of graduates is not maintained since there is not a separate honors "program," but only honors courses.

Future Plans for the Program

Future plans for the honors program are more campus-wide coordination, perhaps with a suggested curriculum, expansion to the technical/occupational area, and possibly offering alternative schedules (e.g., night classes).

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
EASTFIELD COLLEGE
3737 MOTLEY DRIVE
MESQUITE, TEXAS 75150
(214) 324-7601

HONORS PROGRAM DIRECTOR: HARVEY SOLGANICK

History of the Program

The Honors Program has been in existence for five years. A planning committee consisting of administrators and faculty worked on developing the program for one year before implementing it.

Advisory Committee

The Honors Program does not have an advisory committee.

Program Director's Responsibilities

The director's responsibilities were not reported in the survey.

Program Description and Budget

The honors classes at Eastfield are related to the general education program and to occupational programs. There was no separate budget ($0) for the Honors Program for the 1983-84 year.

Special Program Features

The features of the honors program are "in-course" honors; interdisciplinary studies/courses; specially designed courses, seminars, workshops; special educational or intellectual activities in addition to course work; and personal counseling. The features which honors students consider the most important are the special activities and the specially designed courses, seminars, and workshops.

Program Courses

Honors courses are offered in English, philosophy, history and psychology. Approximately one to two courses are offered each semester with an average enrollment in each course of 15-20.

Honors classes are not limited in size; they are offered during both day and night and are not usually block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are flyers and faculty invitation. Students are recruited for the program from other classes by special mailings to currently enrolled students and through the college schedule/mailer.

Admission and Retention Requirements

Admission to the honors program is by faculty approval (invitation). The retention requirement once in the honors program is successful performance.

Student Profile

Approximately 15-20 students are currently enrolled in the honors program. The demographic profile of the honors students is 60% female, 40% male. Of the total, 90% are Caucasian, 8% are Hispanic, and 2% are Asian. Ten percent are between the age of 18-20, 15% are 21-22, 15% are 23-24, and 60% are 25 years or older. Part-time students are eligible for enrollment in the Honors Program. There is no minimum number of hours a part-time student must carry.

Honors Faculty

Only full-time faculty teach honors classes. The faculty who teach honors classes are chosen by the department chairperson. A faculty member may teach an unlimited number of honors courses in one semester but usually only one is taught. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are reading, writing, critical discussions, guest speakers, and special events. The major instructional differences between regular classes and honors classes are additional reading assignments, additional writing assignments, more independent study, more-in-depth discussion, and interdisciplinary activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students and faculty; honors faculty are evaluated by the students and the departmental chairperson.

Counseling Services

Honors students are not assigned to special counselors.

Program Completion and Follow-up after Graduation

The completion rate in honors classes has not been analyzed; the

completion rate in classes for the college as a whole is 78%.

Future Plans for the Program

Future plans for the honors program include offering a few special honors classes with honors options in other sections.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
RICHLAND COLLEGE
12800 ABRAMS ROAD
DALLAS, TEXAS 75243
(214) 238-6194

HONORS PROGRAM DIRECTOR: JANET ELDER

History of the Program

The Honors Program has been in existence for two years. A planning committee consisting of administrators, faculty, counselors, and an admissions representative worked on developing the program for one year before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, counselors, an Admissions representative, and students. Students have not often been utilized because of the difficulty in working around their schedules. The functions of the committee are to approve course outlines, approve applicants for the program, and approve course proposals submitted by faculty.

Program Director's Responsibilities

The primary functions of the director are to chair Honors Program Committee; coordinate scheduling of courses; monitor Honors Scholars' GPA's for scholarship renewal; monitor Honors Scholars' course enrollment; advertise program; recruit, screen, and evaluate applicants; maintain contact with area high schools--counselors, NHS/honor society sponsors; develop with Honors Committee a specific honors course evaluation form; work with faculty on problems which arise that are related to their honors courses; work with coordinator on projects requested by faculty teaching honors courses; work with P.I. Office on Honors Program publications, stationery, invitations, etc.; and plan special events (e.g., banquets, open houses, etc.) for Honors Program participants.

The director receives 3/5 released time or 60% of load for serving in this position. The director also has a student assistant/typist.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs, the general education program, and the occupational programs. There is no separate budget for the Honors Program for the 1983-1984 year, although funds were earmarked for the honors program in certain other budgets. Salaries of faculty teaching honors courses come from within their own divisions. Sixty percent of the coordinator's salary, monies for postage, duplication, stationery, printing of brochures and flyers, travel expenses, etc. are pooled within another larger budget.

Special Program Features

The features of the honors program are special "honors section" of classes; limited "in-course" honors; interdisciplinary studies/courses specially designed courses, seminars, workshops; special educational or intellectual activities with guest speakers in addition to course work; opportunities for research in science and other courses; "special privileges" (i.e., early registration, bypassing requirements, etc.); recognition banquet; and scholarships. The three features which honors students consider the most important are special honors sections with reduced class size, interdisciplinary courses, and special privileges such as early registration permits and scholarships.

Special recognition is given to honors students at graduation. Students are designated in the printed program and receive a special certificate; students who complete 12 hours of honors course work will receive a different certificate.

Program Courses

Honors courses are offered in business, communications, humanities, math/science, and social science. Approximately 15-18 courses are offered each semester with an average enrollment in each of 15 to 20 students. About 25-35 students are enrolled in two or more honors courses. Honors classes are limited in size to a maximum of 20. Honors classes are offered during both day and night and are block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, media coverage of special events, direct mailings, and honors program newsletter. Students are recruited for the program via high school visitations, special recruitment meetings on the college campus,ads in college newspapers, special mailings to high school students, special mailings to currently enrolled students, and the college schedule/mailer.

Admission and Retention Requirements

Admission requirements for the honors program are that students who meet instructor-determined prerequisites may enroll in any honors course for which they are qualified. These students participate in the Honors Program, but not in the Honors Scholar Program. Students who wish to apply for the Honors Scholar Program must complete an application and meet at least two of the following criteria: (a) at least a 3.5 cumulative grade point average on course work taken at Richland College; (b) a score at or above the 90th percentile on at least two of the three assessment tests administered by Richland College; (c) a high school GPA of at least 3.5 (on a 4.0 system) or ranking in the top 10 percent of one's high school class; (d) a minimum combined score of 1,100 on the SAT or a composite ACT score of at least 25; (e) demonstration of special abilities or talents through portfolios, project papers, awards, auditions, etc.; (f) a

successful interview with the Honors Program Committee.

Retention requirements once in the honors program are maintenance of at least a 3.5 GPA with no grade below B in any honors course.

Student Profile

Approximately 250 students are currently enrolled in honors classes. There are five students in the Honors Scholar Program. The approximate demographic profile of the honors students is 60% female, 40% male. Of the total, 97% are Caucasian, 2% are Black, and 1% are Asian. Fifty percent are between the age of 18-20, 18% are 21-24, and 32% are 25 years or older.

Both full and part-time students are eligible for enrollment in the Honors Program. No minimum number of hours for part-time students is required, even for the Honors Scholars. Honors Scholars, however, must complete their requirements within two calendar years.

Honors Faculty

A combination of full- and part-time faculty teach honors classes, and the faculty participate on a voluntary basis with approval by the Honors Committee. Faculty members may teach two honors courses in one semester. Faculty are encouraged to propose courses, and student recommendations concerning faculty are considered. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are a high degree of student participation and involvement (facilitated by a reduced class-size); high standards of performance; more reading (often fewer topics, more depth); more opportunities to write; increased use of primary sources; greater depth and/or breadth of subject matter; more opportunities for research, publication and to pursue topics/projects of individual interest; emphasis on synthesis and analysis; more discussion and interaction (relatively little lecture); integration of concepts and information from a variety of sources and experiences (particularly in an interdisciplinary context); greater flexibility in format and teaching methodologies; more field trips, guest speakers, and opportunities to attend related cultural and social events.

The major instructional differences between regular classes and honors classes are additional reading assignments, additional writing assignments, more independent study, more in-depth discussion, interdisciplinary activities, additional research, critical/creative thinking exercises, class presentations, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students and faculty. Honors faculty are evaluated by the student, the departmental chairperson, and the Honors Program Coordinator.

Counseling Services

Honors students are not assigned to special counselors.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 75%; the completion rate in classes for the college as a whole is also 75%. Because the program is new, no students have as yet graduated from the Honors Program.

Future Plans for the Program

Future plans are to increase the number of students participating as Honors Scholars. Consequently, the college will begin marketing more heavily: visiting high schools, arranging for high school students to come on campus and, we hope, offering a summer program for outstanding high school students.

We will monitor the effectiveness of our core curriculum and make changes as needed. We will implement a non-credit honors seminar next year, if all goes as planned. This is still on the drawing board.

Additional Comments from the Director

We have been extremely fortunate to enjoy strong administrative support; I see it as indispensible to the success of an honors program. We have had the financial support (in the form of reduced class sizes, scholarships, staff development funds, instructional development grants, release time for the coordinator, etc.) necessary to start up and maintain a successful program. Our administrators have also provided excellent role models for faculty and students: several have participated as part of interdisciplinary teaching teams.

FOOTHILL-DeANZA COMMUNITY COLLEGE DISTRICT
FOOTHILL COLLEGE
12345 EL MONTE ROAD
LOS ALTOS HILLS, CALIFORNIA 94022
(415) 948-8590

HONORS PROGRAM DIRECTOR: MIKE McHARGUE

History of the Program

The Honors Program has been in existence for one year. A planning committee consisting of administrators, faculty, students, counselors, and an admissions representative worked on developing the program for one year of discussion and six months of active planning before recruiting began.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, counselors, and students. There is also a separate Student Advisory Committee that plans and organizes special functions. The functions of the Faculty Advisory Committee are to discuss course outlines and course syllabi but approval is at departmental level; approve applicants for the program; recommend faculty assignments; and design class schedules.

Program Director's Responsibilities

The primary functions of the director are coordinating the program, chairing advisory committees, recruiting students, counseling students, keeping the community informed, and teaching the honors courses. The director receives released time for serving in this position. Presently he devotes up to 50% of his time to the Honors Program and 50% to his counseling responsibilities; he occasionally teaches overload courses in the honors program. His "psychic income" is also compensation for his extra responsibilities.

Program Description and Budget

The honors classes are related to the Liberal Arts/Transfer programs and the General Education program. The 1983-1984 budget for the honors program was approximately $40,000, excluding instructional salary expenses. The budget is generally allocated as follows: $20,000/professional staff; $10,000/student clerical; $10,000/miscellaneous items.

Special Program Features

The features of the honors program are special "honors sections" of classes; interdisciplinary studies/courses; specially designed courses, seminars, workshops; special educational or intellectual

activities in addition to course work; academic advisement; career counseling; personal counseling; faculty mentors; opportunities for research; "special privileges" (i.e., early registration, bypassing requirements, etc.); social activities, an honors meeting room or lounge; and "President's Scholars" designation. The three features which honors students consider the most important are special "honors sections" of classes; special advisement; and "special privileges."

Special recognition is given to honors students at graduation. "With Honor" designation and seal are affixed to the diploma and transcript, and special recognition is given in the graduation program and ceremony.

Program Courses

Honors courses are offered in English, Speech, integrated studies, and future studies.

Approximately three courses are offered each semester with an average enrollment in each course of 25. Honors classes are not limited in size, but there is an attempt to keep class size smaller in honors sections. Honors classes are offered during the day only and are block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, media coverage of special events, direct mailings and direct contact with students and honor societies. Students are recruited for the program via high school visitations, special recruitment meetings on the college campus, ads in high school newspapers, special mailings to high school students, special mailings to currently enrolled students, college schedule/mailer, news releases, and public service announcements.

Admission and Retention Requirements

Admission requirements for the honors program are 3.5 high school grade point average or 3.25 college GPA; two letters of recommendation from faculty; 1,000 word essay; a minimum of 1,100 on the SAT; minimum of English 1A placement on Foothill College's Entrance Test; and occasionally a personal interview. Retention requirements once in the honors program are maintenance of a 3.25 GPA and enrollment in at least one honors course or major activity per semester.

Student Profile

Forty students are currently enrolled in the honors program. The demographic profile of the honors students is 67% female, 33% male. Of the total, 68% are Caucasian, 3% are Hispanic, 20% are Asian, 3% are American Indian, and 6% represent other nationalities. Sixty percent are between the ages of 18-20, 10% are 23-24, and 20% are 25 years or older.

Part-time students are not eligible for enrollment in the Honors Program. However, a full-time student who is in the program and then drops below 12 units to a part-time student status may remain in the program.

Honors Faculty

Only full-time faculty teach honors classes and they are chosen by the department chairperson, admininstators, and in part by advisory committees. Additional compensation is not given for teaching honors program classes. However, there is a proposal for compensation of $500 extra to teach an honors course and $150 to work on extra-credit honors projects with honors students. A faculty member may teach up to two (2) courses in one semester.

Instructional Activities

The types of instructional activities emphasized in honors classes are challenging reading, much class discussion, substantial writing, and student presentations. The major instructional differences between regular classes and honors classes are additional reading assignments, more independent study, more in-depth discussion, interdisciplinary activities, additional research, critical/creative thinking exercises, class presentations, problem solving activities, guest speakers, and qualitatively different writing assignments.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, the faculty, the departmental chairperson, and administrators.

Honors faculty are evaluated by the students, faculty peers, the departmental chairperson, and administrators.

Counseling Services

Honors students are assigned to special counselors. In addition, students get special counseling with regard to academic advising, registration, personal counseling, a special section of orientation to College Learning course, a seminar "On Becoming an Educated Person," and career-related field trips.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 90% or above; the completion rate in classes for the college as a whole is approximately 60%. Students have not yet graduated from the Honors Program since it just began in the 1983-84 academic year.

Future Plans for the Program

Future plans for the honors program include seeking scholarships at Foothill and at four year transfer schools, and planning an

interdisciplinary studies (or Future Studies) Honors major. The program is also searching for outside funding to create additional budgetary support for the program.

KERN COMMUNITY COLLEGE DISTRICT
BAKERSFIELD COLLEGE
1802 PANORAMA DRIVE
BAKERSFIELD, CALIFORNIA 933051299
(805) 395-4011

HONORS PROGRAM DIRECTOR: YVONNE W. MILLIKEN

History of the Program

The Honors Program has been in existence for four years. A planning committee consisting of administrators and faculty worked on developing the program for one year before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, counselors, a financial aid representative, and an Admissions representative. The functions of the committee are to approve applicants for the program and organize/plan special functions.

Program Director's Responsibilities

The primary functions of the director are to chair committees, screen all potential participants, correspond with students, coordinate social events, and represent program to Foundations (funding agency). The director, who is an administrator of the college, receives no released time for serving in this position.

Program Description and Budget

The honors classes are related to the general education program. The 1983-1984 budget for the honors program was $20,000.

Special Program Features

The features of the honors program are academic advisement; career counseling; personal counseling; "special privileges" (i.e., early registration, bypassing requirements, etc.); social activities; recognition banquets, and scholarships. The three features which honors students consider the most important are scholarships, advisement, and special privileges.

Special recognition is given to honors students at graduation on the commencement program and by designation during the commencement roll call of graduates.

Program Courses

At this time, special honors sections of classes are not offered.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, and direct mailings. Students are recruited for the program via high school visitations and invitation based upon screening of high school transcripts.

Admission and Retention Requirements

Admission requirements for the honors program are completion of University of California A-F requirements and a 3.5 GPA from high school. Retention requirements once in the honors program are maintenance of full-time enrollment with a 3.3 GPA or higher.

Student Profile

Eighty-three students are currently enrolled in the honors program. The demographic profile of the honors students is 67% female, 33% male. Approximately 90% are between the ages of 18-20, and 10% are between 21-22. Part-time students are not eligible for enrollment in the Honors Program.

Counseling Services

Honors students are assigned to special counselors who offer academic advisement, career counseling, and personal counseling.

Future Plans for the Program

Future plans for the honors program include incorporating instructional elements into what is now primarily a Student Service Program.

Additional Comments from the Director

We believe our program has been successful in recruiting able scholars and has been instrumental in maintaining the visibility of our transfer programs. Student attitudes are positive, and community elements, primarily corporations, have indicated their approval by way of monetary support.

KERN COMMUNITY COLLEGE DISTRICT
PORTERVILLE COLLEGE
900 SOUTH MAIN
PORTERVILLE, CALIFORNIA 93257
(209) 781-3130

HONORS PROGRAM DIRECTOR: CHARLES N. GUERRERO

History of the Program

The Honors Program has been in existence for four years. A planning committee consisting of administrators, faculty, a financial aid representative, and an admissions representative worked on developing the program for one year before implementing it.

Advisory Committee

The Honors Program does not have an advisory committee.

Program Director's Responsibilities

The primary functions of the director are to obtain lists of qualifiers from local high schools, contact eligible students by mail and telephone to inform them of the Honors program, coordinate and conduct special orientation for incoming students, communicate with the admissions office, organize special reception for honors students, communicate with Division Chairs regarding Honors sections, conduct follow-up studies of honors program students, and organize the "Visiting Professor" program for honors students.

The director receives no released time or extra compensation for serving in this position since the director is an administrator of the college who conceived the program; he is assisted by several faculty members.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs only. There was no separate budget ($0) for the Honors Program for the 1983-1984 year. Any costs have been paid by the students associated with the program.

Special Program Features

The features of the honors program are special "honors section" of classes; academic advisement; "special privileges" (i.e., early registration, bypassing requirements, etc.); a recognition banquet; scholarships, and visiting professors. The features which honors students consider the most important are special privileges and the actual courses.

Special recognition is given to honors students at graduation Names of students are read aloud, students stand to be recognized, and there is an "Honors" designation on transcripts.

Program Courses

Honors courses are offered in English, literature, political science, and history. Two courses are offered each semester with an average enrollment in each course of 12 students. Honors classes are not limited in size; they are offered during the day only and are not block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, press releases, media coverage of special events, and direct mailings. Students are recruited for the program via high school visitations and special mailings to currently enrolled students.

Admission and Retention Requirements

Admission requirements for the honors program are that each student must have a high school GPA of 3.5 or above. The honors program is confined to first year college students only.

Student Profile

Twelve students are currently enrolled in the honors program. The demographic profile of the honors students is 60% female, 40% male. Of the total, 95% are Caucasian, 4% are Hispanic, and 1% are Asian. One hundred percent are between the age of 18-20. Part-time students are not eligible for enrollment in the Honors Program.

Honors Faculty

Only full-time faculty teach honors classes, and they are chosen by the department chairperson. A faculty member may teach one honors course per semester. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are lecture/discussion in class group activities (e.g., debates, mock trials) and research assignments. The major instructional differences between regular classes and honors classes are additional reading assignments, additional writing assignments, additional research, critical/creative thinking exercises, class presentations, and problem-solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, faculty, and departmental chairperson.

Counseling Services

Honors students are not assigned to special counselors.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 80%. The completion rate in classes for the college as a whole was not reported. Follow-up studies have not been done on the graduates.

Future Plans for the Program

Future plans for the honors program include maintaining present recruiting techniques and support services; joining state scholastic honor association and having a chapter become active on campus with two faculty advisors; and opening program membership to students who are not qualified upon entrance, but attain an appropriate GPA afterwards.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
WEST LOS ANGELES COLLEGE
4800 FRESHMAN DRIVE
CULVER CITY, CALIFORNIA 90230

HONORS PROGRAM DIRECTOR: GRETCHEN MARLOTTE

History of the Program

The Honors Program has been in existence since the fall of 1982. A planning committee consisting of administrators, faculty, and counselors worked on developing the program for six months before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, and counselors. The functions of the committee are to approve applicants for the program, design class schedules and organize/plan special functions.

Program Director's Responsibilities

The primary functions of the director are to oversee testing and admission of applicants, schedule courses each semester, develop new courses/curricula with faculty, and maintain records on students. The director is a college administrator.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs only. There is no separate budget ($0) for the Honors Program; it is integrated into the entire curriculum's budget.

Special Program Features

The features of the honors program are special "honors section" of classes; "in-course" honors; interdisciplinary studies/courses; specially designed courses, seminars, workshops; special educational or intellectual activities in addition to course work; academic advisement; career counseling; personal counseling; faculty mentors; social activities; an honors meeting room or lounge; and transcript and diploma recognition. Special recognition is given to honors students at graduation; they graduate with highest honors.

Program Courses

Honors courses are offered in English, philosophy, philosophy of science and physics, sociology, psychology, oceanography, theater arts (general ed, not performance), humanities, geography, history, plus in-class honors throughout transfer curriculum. Five courses

are offered each semester with an average enrollment in each course of 18. Honors classes are not limited in size; they are offered during both day and night.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, and special coverage in the schedule.

Students are recruited for the program via the college schedule/mailer and instructor recommendations.

Admission and Retention Requirements

Admission requirements for the honors program are transfer-level English skills, special aptitude for accelerated work as shown in applicant's essay, and through instructor recommendations.

Retention requirements once in the honors program are successful honors course completion each semester.

Student Profile

Ninety students are currently enrolled in the honors program. Both full- and part-time students are eligible for enrollment in the honors program. The demographic profile of the honors student is not available.

Honors Faculty

Only full-time faculty teach honors classes. The faculty are chosen by the administrators and peers. There is no limit to the number of courses a faculty member may teach each semester. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are project-oriented. The major instructional differences between regular classes and honors classes are additional reading assignments, more independent study, more in-depth discussion, interdisciplinary activities, additional research, critical/creative thinking exercises, class presentations, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, the faculty departmental chairperson, and administrators; honors faculty are evaluated by the students, peers, departmental chairperson, and administrators.

Counseling Services

Honors students are assigned to special counselors for career,

academic, and personal counseling. Mentoring by a faculty member of the student's choice is also offered.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 85%. The completion rate in classes for the college as a whole is 55%. As yet, no students have graduated from the Honors Program.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GLENDALE COMMUNITY COLLEGE
6000 WEST OLIVE AVENUE
GLENDALE, ARIZONA 85302
(602) 934-2211

HONORS PROGRAM DIRECTOR: JOHN W. GRIGGS

History of the Program

The Honors Program has been in existence for two years. A planning committee consisting of administrators, faculty, and an admissions representative worked on developing the program for one year before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, and an admissions representative. The functions of the committee are to approve course outlines, approve course syllabi, approve applicants for the program, recommend faculty assignments, and organize/plan special functions.

Program Director's Responsibilities

The primary functions of the director are to schedule classes, organize committee meetings, be an advisor to honors students, be a liaison with campus and district administration, aid in curriculum development, and act as a liaison with department chairs. There are nine hours of released time for running the program: five hours are given up for the secretary and four hours are left for released time for the director.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs and the general education programs. There was no separate budget ($0) for the Honors Program for the 1983-1984 year.

Special Program Features

The features of the honors program are special "honors sections" of classes; interdisciplinary studies/courses; specially designed courses, seminars, workshops; special educational or intellectual activities in addition to course work; academic advisement; faculty mentors; opportunities for research; "special privileges" (i.e., early registration, bypassing requirements, etc.); social activities; recognition banquet, an honors meeting room or lounge; and scholarships. The three features which honors students consider most important are special privileges, scholarships, and special "honors sections" of classes.

Special recognition is given to honors students at graduation through a special tassel and a stamp on the diploma.

Program Courses

Honors courses are offered in English, reading, humanities, math, chemistry, library, computers, and history. Approximately 7-10 courses are offered each semester with an average enrollment in each course of 15. Honors classes are limited in size, not to exceed 25. Honors classes are offered during both day and night and are not block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, and direct mailings. Students are recruited for the program via high school visitations, ads in the college newspapers, special mailings to high school students, special mailings to currently enrolled students, and the college schedule/mailer.

Admission and Retention Requirements

Admission requirements for the honors program are a 3.5 GPA or better. Retention requirements once in the honors program are a 3.25 GPA to be maintained in the program and a 3.50 GPA to receive a fee waiver.

Student Profile

Ninety-two students are currently enrolled in the honors program. The demographic profile of the honors students is 78% female, 22% male. Of the total, 90% are Caucasian, 2% are Black, 5% are Hispanic, 2% are Asian and 1% are of other ethnic origins. Twenty-five percent are between the ages of 18-20, 25% are 21-22, 25% are 23-24, and 25% are 25 years or older.

Both full- and part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is 6.

Honors Faculty

A combination of full- and part-time faculty teach honors classes; the faculty are chosen by the department chairperson. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are in-depth comprehension; ability to grasp material quicker, therefore allowing students to do the majority of the work; writing is emphasized, with verbal skills stressed throughout; and analytic

ability is stressed. The major instructional differences between regular classes and honors classes are additional reading assignments, additional writing assignments, more independent study, more in-depth discussion, interdisciplinary activities, additional research, critical/creative thinking exercises, class presentations, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, faculty, departmental chairperson, and administrators; honors faculty are evaluated by the students, departmental chairperson, and administrators.

Counseling Services

Honors students are assigned to special counselors; scheduling assistance, curriculum and career planning, and personal counseling are available.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 90-95%. The completion rate in classes for the college as a whole is 80-85%. Four students have graduated from the Honors Program and have transferred to a senior institution. Follow-up studies have not been done on the graduates.

Future Plans for the Program

Future plans for the honors program are to expand into the math/science/computer areas, to interest more students in the wide range of possibilities and value of Honors Programs, and to have more liaison with state universities.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MARICOPA TECHNICAL COMMUNITY COLLEGE
108 NORTH 40TH STREET
PHOENIX, ARIZONA 85034
(602) 275-8500

HONORS PROGRAM DIRECTOR: CAROL M. ILSTRUP

History of the Program

The Honors Program has been in existence for two and one half years. A planning committee consisting of administrators, faculty, and a financial aid representative worked on developing the program for approximately one year before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators (ex officio) and Division Chairpersons. The functions of the committee are to approve course syllabi and to determine the entire structure and direction of the program, including the budget, outreach efforts, award and scholarship criteria, etc.

Program Director's Responsibilities

The primary functions of the director are to recruit students; distribute fee awards; recruit scholarships from community; determine budget (with honors committee) of allocated funds; recruit mentors representing the vocation programs and general studies; detail guidelines, reporting procedures and objectives for special projects; distribute announcements for Honors Forum Lecture series and coordination with district personnel of same; host at least one distinguished speaker included in the Honors Forum Series with appropriate banquets, receptions and classroom visits; oversee and contract out all designing and printing of all Honors Forms, including applications, brochures invitations, course-listing, flyers, posters, etc.; contract additional guest speakers for Honors presentations; employ students for typing of research papers, certificates etc; coordinate Honors Program with various facets of the college; financial aid, registration and records, information center, high school visitations, library research, etc.

The director receives released time for serving in this position; the amount of released time is determined by the program coordinator.

Program Description and Budget

The honors classes are related to the general education program, occupational programs and certificate programs. The specific subject areas covered by the Honors general education, occupational, and certificate programs are respiratory therapy, radiologic technology, mental health technology, medical services coordinator, electronics, advertising arts, automotive technology, welding technology, nursing, biology, creative writing, creative poetry, psychology, accounting, data entry, data processing, general business, management, office education, word processing, humanities and English composition.

The 1983-1984 budget for the honors program was $4,000 for fee-awards, over $11,000 for program administration and additional scholarship funds generated or allocated.

Special Program Features

The features of the honors program are faculty mentors; opportunities for research; social activities; recognition banquet; scholarships; self-directed learnings under the guidance of a mentor and 1, 2, or 3 credits available in all divisions of study. The feature which honors students consider the most important is the opportunity to learn on a one-to-one basis with a mentor.

Program Courses

Honors courses are offered in bookkeeping/accounting, business computer operations, computer applications programming, computer operation, general business management, keypunch/data entry operation, medical transcription, office technician/data processing, receptionist/office clerk, secretarial science, supervisory management, word processing operator/technician, labor studies, developmental studies, general studies, college transfer programs, medical radiography, medical service coordination, mental health technology, respiratory care, advertising art, drafting/construction, drafting/electro mechanical, electrical/electronic technology, business and computer technology, refrigeration/air conditioning technology, solar technology, automotive, diesel, welding, practical nursing, and associate degree nursing.

Honors classes are not limited in size. They are offered during both day and night, according to the mentor's availability, and are not block scheduled.

To date, Honor classes have not had adequate enrollment; therefore, all Honors students are enrolled in independent study arranged with Honors Mentors.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, media coverage of special events, direct mailings, and posters.

Students are recruited for the program via high school visitations; articles in college newspapers; special mailings to high school students; through vocational teachers; special mailings to currently enrolled students; college schedule/mailer; classified ads in community newspapers; posters and brochures distributed to high school career centers and counselors; highly visible location in class registration procedure, and selection by faculty mentors and referral to Honors Coordinator.

Admission and Retention Requirements

Admission requirements for the honors program are a grade point average of 3.5 or above (on a 4.0 scale) in high school or in 12 credits of previous coursework at Maricopa Tech or other accredited post-secondary institutions; and Honors application (containing a writing sample); and at least 6 semester hours of credit including an honors course. Retention requirements once in the honors program are a 3.5 GPA and enrollment in an Honors course.

Student Profile

Approximately fifty-two students are currently enrolled in the honors program. The demographic profile of the honors students is 52% female, 48% male. Of the total, 90% are Caucasian, 1% are Black, 7% are Hispanic, 1% are Asian and 1% are of other ethnic origins. Five percent are between the age of 18-20, 5% are 21-22, 85% are 23-24, and 5% are 25 years or older. Part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is 6.

Honors Faculty

Only full-time faculty teach honors classes; they are self-nominated and encouraged by the Honors Committee Members and coordinator. Additional token compensation of .04 of one load hour is given for teaching honors program classes. A faculty member may teach one section of a Special Project per credit variable. Honors Mentors may register as many students as they wish. Each credit requires the equivalence of forty-eight class hours of effort by students with appropriate contacts with their Mentor.

Instructional Activities

The type of instructional activity emphasized in honors classes is the opportunity to work directly with a regular full-time faculty member in an approved project of the student's choice. Results may take various forms: painting, research paper, report on a laboratory study, creative writing, a constructed object, etc. The major differences between regular classes and honors classes are more independent study, more in-depth discussion, interdisciplinary activities, critical/creative thinking exercises, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, the faculty, departmental chairperson, administrators, and the honors coordinator. Honors faculty are evaluated by the students and informally by the Honors Coordinator and the Honors Committee.

Counseling Services

Honors students are not assigned to special counselors. However, each student is assigned to one of 15 Mentors.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is approximately 95%. The completion rate in classes for the college as a whole is approximately 90%. To date, no students have graduated from the Honors Program.

Future Plans for the Program

Future plans for the honors program include the development of 3 credit hour Honors classes.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MESA COMMUNITY COLLEGE
P.O. BOX 13349
PHOENIX, ARIZONA 85002
(602) 244-8355

HONORS PROGRAM DIRECTOR: BERNARD L. CASEY

History of the Program

The Honors Program has been in existence for three years. A planning committee consisting of administrators, faculty, students, counselors, a financial aid representative, and an admissions representative worked on developing the program for six months before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, counselors, an admissions representative, and students. The function of the committee is to approve course outlines.

Program Director's Responsibilities

The primary functions of the two directors are to promote the program on campus and with high schools, keep all records of Honors students, help plan and schedule course offerings, coordinate relations between campus and district, screen individual applicants, identify service scholarships and fee waivers, articulate with four year institutions, represent campus/district in regional and national organizations, coordinate course offerings, evaluate courses and programs, produce and distribute promotional materials, and chair campus Honors committee. The directors receive released time of 9 hours total (2 persons) for serving in this position.

Program Description and Budget

The Honors classes are related to the general education programs. The 1983-1984 operational budget for the honors program was $17,437, plus an open ended scholarship and fee waiver program.

Special Program Features

The features of the honors program are special "honors sections" of classes; "in-course" honors; interdisciplinary studies/courses; specially designed courses, seminars, workshops; special educational or intellectual activities in addition to course work; academic advisement; career counseling; personal counseling; opportunities for research; "special privileges" (i.e., early registration, bypassing requirements, etc.); social activities;

recognition banquet; an honors meeting room or lounge; and scholarships. The three features which honors students consider the most important are special honors section of class; specially designed courses, seminars, workshops; and scholarships.

Special recognition is given to honors students at graduation with a special diploma.

Program Courses

Honors courses are offered in humanities, business, social sciences, science and behavioral science. Eight courses are offered each semester with an average enrollment in each course of 15. Honors classes are limited in size to 15. The classes are offered both day and night, but they are not block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors programs are brochures, flyers, press releases, media coverage of special events, direct mailings and direct contact with high schools. Students are recruited for the program via high school visitations, special mailings to high school students, special mailings to currently enrolled students, and the college schedule/mailer.

Admission and Retention Requirements

Admission requirements for the honors program are a 3.25 GPA, a completed application, a writing sample, and a personal interview. Retention requirements once in the honors program are maintaining a 3.25 GPA and taking at least one honors course each semester.

Student Profile

One hundred twenty students are currently enrolled in the honors program. The demographic profile of the honors students is 70% female, 30% male. Of the total, 90% are Caucasian, 1% are Black, 7% are Hispanic, 1% are Asian and 1% are American Indian. Twenty percent are between the ages of 18-20, 10% are 21-22, 5% are 23-24 and 65% are 25 years or older.

Both full- and part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is 1 hour.

Honors Faculty

Only full-time faculty teach honors classes, and they are chosen by the department chairperson. A faculty member may teach up to 2 honors courses in one semester. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are student involvement, independent inquiry, student presentations, seminar orientation, and substantial writing. The major instructional differences between regular classes and honors classes are additional reading assignments, additional writing assignments, more independent study, more in-depth discussion, additional research, critical/creative thinking exercises, class presentations, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, faculty, departmental chairperson, and administrators. Honors faculty are evaluated by the students, peers, departmental chairperson and administrators.

Counseling Services

Honors students are not assigned to special counselors.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 85%; the completion rate in classes for the college as a whole is 75%. Four students have graduated from the Honors Program and have transferred to a senior institution. Follow-up studies have not been done on the graduates.

Future Plans for the Program

Future plans for the honors program include developing a core curriculum and working towards a total honors environment.

Additional Comments from the Director

Our program is only three years old, but it seems to have great potential.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
PHOENIX COLLEGE
1202 WEST THOMAS ROAD
PHOENIX, ARIZONA 85013
(602) 264-2492

HONORS PROGRAM DIRECTOR: DR. BARBARA C. VAN SITTERT

History of the Program

The program has been in existence for four years. A planning committee worked on the development of the program for two years before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, and students. The functions of the committee are to approve course outlines, organize/plan special functions, and award scholarships.

Program Director's Responsibilities

The primary functions of the director are to direct the program, plan courses, advise students, plan events, chair Honors Committee, and handle all related honors activities. The director receives released time for serving in this position; the amount of released time varies each semester.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs and the occupational programs. The 1983-1984 budget for the honors programs was not reported.

Special Program Features

The features of the honors program are special "honors sections" of classes; interdisciplinary studies/courses; academic advisement; career counseling; faculty mentors; "special privileges" (i.e., early registration, bypassing requirements, etc.); social activities; recognition banquet; and scholarships.

Special recognition is given to honors students at graduation; the diploma is specially marked, students wear a special sash, and the students' names are announced.

Program Courses

Honors courses are offered in most general education areas. The number of honors courses offered each semester varies. Honors classes are not limited in size; they are offered during both day and evening hours.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, media coverage of special events, and direct mailings. Students are recruited for the program via high school visitations, ads in high school newspapers, ads in college newspapers, special mailings to high school students, special mailings to currently enrolled students, and posters.

Admission and Retention Requirements

Admission requirements for the honors program are, at present, a 3.5 GPA, or 90+ on the SAT. The retention requirement once in the honors program is to maintain a 3.5 GPA.

Student Profile

Approximately 45 students are currently enrolled in the honors program, but the demographic profile of the honors students was not reported. Part-time students are eligible for enrollment in the Honors Program; there is no minimum number of hours a part-time student must carry.

Honors Faculty Requirements

A combination of full-time and part-time faculty teach honors classes. The faculty who teach honors classes are chosen by the Honors Coordinator, the department chairperson, and the Dean of Instruction in consultation. Additional compensation is not given for teaching honors program classes. Faculty members usually teach just one honors course in any given semester.

Instructional Activities

In honors classes, the regular course content is covered at a more sophisticated and challenging level; it is often tailored to the special interests and needs of the students enrolled.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, the Honors Coordinator, and the Honors Committee. Honors faculty are evaluated by the students and by other faculty members.

Counseling Services

Honors students are not assigned to special counselors; they use the regular counseling services.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 60%; the completion rate in classes for the college as a whole was not reported. Seven students have graduated from the Honors Program and have transferred to senior institutions; follow-up studies have not been done on the graduates.

Future Plans for the Program

The Honors Program is currently under extensive revision.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
RIO SALADO COMMUNITY COLLEGE
135 NORTH 2ND AVENUE
PHOENIX, ARIZONA 85003
(602) 256-7722

HONORS PROGRAM DIRECTOR: DAVE SIESWERDA

History of the Program

The Honors Program has been in existence for three years. A planning committee consisting of administrators at the district level and faculty worked on developing the program for about eight months before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, counselors, a financial aid representative, and students. The functions of the committee are to review and recommend policy related to the Honors Program.

Program Director's Responsibilities

The primary functions of the director are the responsibility for management and administrative requirements, publicity, and student relations. The Director is a retired college administrator who is assigned for approximately 19 hours per week.

Program Description and Budget

The honors classes are designed to be related to all programs. The 1983-84 budget for the honors program was $12,900, excluding the coordinator's salary.

Special Program Features

The features of the honors program are special "honors section" of classes; "in-course" honors; interdisciplinary studies/courses; specially designed courses, seminars, workshops; special educational or intellectual activities in addition to course work; academic advisement; career counseling; faculty mentors; recognition banquet; and scholarships. The three features which honors students consider the most important are scholarships, special educational activities, and recognition.

Special recognition is given to honors students at graduation by special listing on the commencement program, and they are recognized verbally by the Dean of Instruction.

Program Courses

Honors courses are offered in humanities. Two courses are offered each semester with an average enrollment in each course of 15. Honors classes are not limited in size; they are offered during both day and night and are not block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, direct mailings, and word of mouth. Students are recruited for the program via special mailings to high school students, special mailings to currently enrolled students, the college/schedule/mailer, and an honors forum.

Admission and Retention Requirements

Admission requirements for the honors program are a cumulative grade point average of at least 3.5 (4.0 = A) in their high school work or in 12 or more credits of college level work at Rio Salado Community College or another accredited postsecondary institution. Admission decisions are based on academic achievement and other evidence of outstanding talent and/or motivation, including an essay written by the applicant and two letters or recommendation from former teachers, counselors, supervisors, or employers. Students with outstanding supporting material in their applications may be admitted to the Honors Program even if their GPA's are below 3.5. Retention requirements once in the honors program are enrolling for six or more credits, attending the Honors Forum Series, and maintaining cumulative GPA of 3.5 or higher.

Student Profile

Eighteen students are currently enrolled in the honors program. The demographic profile of the honors students is 70% female, 30% male. Of the total, 98% are Caucasian, 1% are Hispanic, and 1% are of other ethnic orgins. Two percent are between the ages of 23-24 and 98% are 25 years or older.

Both full- and part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is 6.

Honors Faculty

A combination of full- and part-time faculty teach honors classes, and the faculty members are chosen by the administrators. A faculty member may teach up to 2 courses in one semester. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are contract learning and independent study. The major differences between regular classes and honors classes are additional reading

assignments, additional writing assignments, more independent study, more in-depth discussion, interdisciplinary activities, additional research, critical/creative thinking exercises, class presentations, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, faculty, the departmental chairperson, and administrators; honors faculty are evaluated by the students, peers, departmental chairperson, and administrators.

Counseling Services

Honors students are assigned to special counselors.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is close to 100%. The completion rate in classes for the college as a whole is not reported. Five students have graduated from the Honors Program; follow-up studies have not been done on the graduates.

Future Plans for the Program

Future plans for the Honors Program include greater involvement of faculty in course enrichment plans.

Additional Comments from the Director

Rio Salado is a college without walls, so we attempt to use alternative delivery to the extent possible for Honors classes.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
SCOTTSDALE COMMUNITY COLLEGE
9000 EAST CHAPARRAL
SCOTTSDALE, ARIZONA 85253
(602) 941-0999

HONORS PROGRAM DIRECTOR: KATHY SCHWARZ

History of the Program

The Honors Program has been in existence since the spring of 1982. A planning committee consisting of administrators, faculty, counselors, and librarians worked on developing the program for two semesters before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of faculty and counselors. The functions of the committee are to approve course outlines, approve course syllabi, approve applicants for the program, recommend faculty assignments, design class schedules, and organize/plan special functions.

Program Director's Responsibilities

The primary functions of the director are to chair the Honors Committee which determines the curriculum, honors faculty, membership criteria, graduation criteria, and all other matters of policy; the director also acts as a liaison for the committee and the campus administration, the MCCD Honors Committee and the state Honors Council, and supervises the Honors office regarding correspondence, recruitment and academic advisement. The director gets released time of six hours per semester for serving in this position.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs, the general education program, and the occupational programs. The only course relating to the occupational program is nursing. The 1983-1984 budget for the honors program was $13,800; additional funding is available from the district.

Special Program Features

The features of the honors program are special "honors sections" of classes; "in-course" honors; interdisciplinary studies/courses; special educational or intellectual activities in addition to course work; academic advisement; career counseling; "special privileges" (i.e., early registration, bypassing requirements, etc); social activities; recognition banquet; an honors meeting

room or lounge; scholarships; and fee waivers. The three features which honors students consider the most important are honors courses, the honors lounge, and fee waivers.

Special recognition through honors pins, certificates and the designation of honors on the diploma is given to honors students at graduation.

Program Courses

Honors courses are offered in English, geography, mathematics, psychology, sociology, humanities, biology, and chemistry. Approximately five to six courses are offered each semester with an average enrollment in each course of 10. Honors classes are limited in size to 10-20 students. Honors classes are offered during the day only and are not block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, media coverage of special events, direct mailings, district sponsored speakers forums, scholarships, and convocations. Students are recruited for the program via special mailings to high school students, special mailings to currently enrolled students, college schedule/mailer, college catalog, and faculty referrals.

Admission and Retention Requirements

For recent high school graduates, returning adults, continuing students and transfer students, acceptance is based on a combination of grades or test scores, personal accomplishments, and a statement of why they want to participate in the program. Retention requirements once in the honors program are to take at least one honors course each semester, to carry a minimum of nine hours, and to maintain a grade point average of 3.25.

Student Profile

Thirty-one students are currently enrolled in the honors program. The demographic profile of the honors students is 72% female, 28% male. Both full-time and part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is nine.

Honors Faculty

Only full-time faculty teach honors classes. Faculty are chosen by the Honors Program Committee along with the Division Chairperson and Dean of Instruction. There is no additional compensation given for teaching honors courses, and faculty usually teach just one honors course per semester.

Instructional Activities

The types of instructional activities emphasized in honors classes are writing, class discussion, and critical analysis. The major instructional differences in regular classes and honors classes are additional reading assignments, additional writing assignments, more in-depth discussion, class presentations, emphasis on participation and pace--not just making the course different--and some interdisciplinary activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by both students and faculty; honors faculty are evaluated by the students.

Counseling Services

Honors students are assigned to special counselors.

Program Completion and Follow-up after Graduation

Twenty-three students have graduated from the Honors Program; some have transferred to a senior institution, some have entered the job market, and one began international studies in the fall of 1983. Follow-up studies have not been done on the graduates.

Future Plans for the Program

Future plans for the honors program are to increase the number of student members, shore up the current course offerings, offer a wider selection of courses, increase the amount of the fee waivers, and increase the number of scholarships for honors transfer students.

Additional Comments from the Director

We have had excellent support from our campus and district administration; however, we need to develop closer ties with other faculty.

The coordinator and secretary are part-time appointments, and although the size of our program may not indicate more staff time is needed, I think this will make it difficult to increase our recruitment efforts and expand the program.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
SOUTH MOUNTAIN COMMUNITY COLLEGE
7050 SOUTH 24TH STREET
PHOENIX, ARIZONA 85040

HONORS PROGRAM DIRECTOR: EULA RILEY-BURSH

History of the Program

The Honors Program has been in existence since 1981. A planning committee consisting of administrators, faculty, students, and counselors worked on developing the program for one year before implementing it.

Advisory Committee

The Honors Program does not have an advisory committee.

Program Director's Responsibilities

The primary functions of the director are to coordinate all activities, schedule Honors classes, select instructors, work closely with the President, the Dean of Instruction, and Division Chairpersons. The director receives released time up to nine hours for serving in this position.

Program Description and Budget

The honors classes are related to the general education program and the occupational programs. The 1983-1984 budget for the honors program was $10,600.

Special Program Features

The features of the honors program are special "honors sections" of classes; interdisciplinary studies/courses; specially designed courses; seminars; workshops; special educational or intellectual activities in addition to course work; academic advisement; faculty mentors; recognition banquet; and scholarships. The features which honors students consider the most important are special educational or intellectual activities in addition to course work.

Special recognition is given to honors students at graduation with a certificate and a special seal on the transcript.

Program Courses

Honors courses are offered in all areas and all courses. Honors students may enroll in any mathematics, biology, chemistry, physics or history courses offered during the day together with regular students; however, honors students will be required to do additional and more sophisticated work. Honors classes are not limited in size; they are offered during both day and night and are not block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, media coverage of special events, and direct mailings. Students are recruited for the program via high school visitations, special recruitment meetings on the college campus, special mailings to high school students, special mailings to currently enrolled students and the college schedule/mailer.

Admission and Retention Requirements

Admission requirements for the honors program are the following: freshmen who have exhibited outstanding scholastic ability and intellectual promise in high school are invited to participate. Transfer students and continuing students may apply directly to the Honors Office. Retention requirements once in the honors program are a 3.5 GPA and enrollment in a minimum of four hours of honors courses per semester.

Student Profile

Ten students are currently enrolled in the honors program. The demographic profile of the honors students is 80% female, 20% male. Of the total, 80% are Caucasian, 5% are Black, and 15% are Hispanic. Fifteen percent are between the age of 23-24 and 85% are 25 years or older. Both full- and part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is six.

Honors Faculty

Both full- and part-time faculty teach honors classes; they are chosen by the department chairperson and administrators. A faculty member may teach up to five honors courses in one semester. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of activities emphasized in honors classes are related to individualized instruction. The major instructional differences between regular classes and honors classes are additional reading assignments, additional writing assignments, more independent study, additional research, critical/creative thinking exercises, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, faculty, and departmental chairperson; honors faculty are evaluated by the departmental chairperson and administrators.

Counseling Services

Honors students are not assigned to special counselors.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 65%; the completion rate in classes for the college as a whole is also approximately 65%. Five students have graduated from the Honors Program and have transferred to a senior institution or entered the job market. Follow-up studies have not been done on the graduates.

Future Plans for the Program

Future plans for the honors program include increasing the number of students enrolled in program and increasing the course offerings.

MIAMI-DADE COMMUNITY COLLEGE
MITCHELL WOLFSON NEW WORLD CENTER CAMPUS
300 N.E. SECOND AVENUE
MIAMI, FLORIDA 33132
(305) 577-6830

HONORS PROGRAM DIRECTOR: WALLIS H. RILEY/JUAN MARTINEZ

History of the Program

The Honors Program has been in existence for one semester. A planning committee consisting of administrators, faculty, students, and the Emphasis on Excellence Coordinators worked on develcping the program for one year before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators and faculty. The Emphasis on Excellence Coordinator is an ad hoc member and students may select a representative tc participate. The functions of the committee are to approve applicants for the program, design class schedules, organize/plan special functions, determine the adequacy of performance facilities, and seek special funding for special projects.

Program Director's Responsibilities

The primary functions of the directors are to coordinate special programs/activities for Honors/scholarship students, maintain communication with Honors/scholarship students, recruit students for Honor Programs, administer program for scholarship recipients and review courses for Honors Programs. The director receives 3/5 released time for serving in this position.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs only. The 1983-1984 budget for the honors program was difficult to assess in terms of faculty time and equipment allocated; however, $3,000 was allocated for master teachers seminars.

Special Program Features

The features of the honors program are special "honors sections" of classes; "in-course" honors; interdisciplinary studies/courses; specially designed courses, seminars, workshops; special educational or intellectual activities in addition to course work; academic advisement; career counseling; personal counseling; faculty mentors; opportunities for research; "special privileges" (i.e., early registration, bypassing requirements, etc.); social activities;

recognition banquet; an honors meeting room or lounge; scholarships; and art studios for outstanding students. The three features which honors students consider the most important are faculty mentors, scholarships, and specially designed courses, seminars, and workshops.

Special recognition is given to honors students at graduation. The transcript lists courses with Honors credits and contains the following inscription: "Completed Honors Program."

Program Courses

Honors courses which are offered in the Creative Arts of music, art, humanities, and theater are scheduled on the basis of mentor availability and student need. The Honors program is structured for self-direction and independent study under the tutelage of a mentor; one student may be involved in a course.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, media coverage of special events, direct mailings, production of plays, art exhibits, dance recitals, and music recitals. Students are recruited for the program via high school visitations, special recruitment meetings on the college campus, special mailings to high school students, special mailings to currently enrolled students, and the college schedule/ mailer.

Admission and Retention Requirements

To become a candidate for admittance in the program the student must satisfy the criteria below:

1. Have a cumulative grade point average of 3.25.
2. Demonstrate special talents and abilities through teachers' recommendations and portfolio (art majors) or auditions (music and drama majors).
3. Demonstrate commitment and desire to participate and contribute to the program.

In order to receive the benefits of the program and maintain eligibility for the College Honors Program Scholarship, the student must:

1. Be a major in one of the areas of the Creative Arts Department (art, music, drama, and dance).
2. Carry at least 21 credits for the academic year (to be monitored at the end of the Summer Term).
3. Earn a minimum of nine Honors credits per academic year in the area of Major.
4. Maintain a 3.25 GPA, monitored at the end of the summer term.
5. Participate in one Honors Workshop. This workshop will offer the students the opportunity to interact with each other and with recognized professionals in the areas of their expertise.

6. Perform/exhibit at least once a year as part of one of the programs and events of the Creative Arts Department - plays produced by the Drama Area, recitals organized by the Music Area and the Annual Student Art Exhibition.

Student Profile

Twelve students are currently enrolled in the honors program. The demographic profile of the honors students is 15% female, 85% male. Of the total, 60% are Caucasian and 40% Hispanic. Fifteen percent are between the ages of 18-20, 50% are 21-22, and 35% are 25 years or older.

Both full- and part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is six, of which three are designated Honors, and all must be degree seeking majors in the Creative Arts.

Honors Faculty

A combination of full- and part-time faculty teach honors classes. The faculty who teach honors classes are chosen by the department chairperson, administrators, and by the nature of the program since honors courses are offered to special students of literature and the creative arts. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are self-directed studies. The major instructional differences between regular classes and honors classes are more independent study, more in-depth discussion, additional research, class presentations, problem-solving activities, and practical use of skills with judgment based on standards.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, faculty, departmental chairperson, and administrators; honors faculty are evaluated by the students, peers, departmental chairperson, and administrators.

Counseling Services

Honors students are assigned to special counselors. Career, academic, personal counseling, and transfer scholarship availability are offered.

Program Completion and Follow-up after Graduation

No students have graduated from the Honors Program since the program is just beginning.

Future Plans for the Program

Future plans for the honors program include improving the facilities for the performing arts and ceramics.

MIAMI-DADE COMMUNITY COLLEGE
NORTH CAMPUS
11380 N.W. 27 AVENUE
MIAMI, FLORIDA 33167
(305) 685-4441

HONORS PROGRAM DIRECTOR: MARVIN LANGSAM

History of the Program

The Honors Program has been in existence for three years. A planning committee consisting of administrators, faculty, and an admissions representative worked on developing the program for one and one-half years before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, and an admissions representative. The functions of the committee are to approve course outlines, approve applicants for the program, organize/plan special functions, and approve honors contracts.

Program Director's Responsibilities

The primary functions of the director are to chair the Honors Committee, advise and recruit students, design program improvements, monitor scholarships, and head-up program and course evaluations. The director receives 3/5 released time for serving in this position.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs, the general education program, and the occupational programs. The specific subjects covered under the occupational program include data processing, business, electronics, aviation, management, and television. The 1983-1984 budget for the honors program was $25,000.

Special Program Features

The features of the honors program are special "honors section" of classes; "in-course" honors; specially designed courses, seminars, workshops; special educational or intellectual activities in addition to course work; academic advisement; career counseling; faculty mentors; opportunities for research; social activities; recognition banquet; an honors meeting room or lounge; scholarships; Phi Theta Kappa; and University Scholarship search service. The three features which honors students consider the most important are scholarships, in-course honors, and the University Scholarship search service.

Special recognition given to honors students at graduation includes a special seal on the diploma, a special yellow tassel, and the words "with distinction" read aloud and placed beside their name on the graduation program.

Program Courses

Honors courses are offered in English, chemistry, computers, humanities, physics, accounting, anthropology, psychology, math, economics, philosophy, business management, anatomy, and numerous others by contract. Fifteen courses are offered each semester with an average enrollment in each course of 20 students. Honors classes are limited in size to 25; they are offered during the day only and are block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, direct mailings, and faculty recommendation. Students are recruited for the program via high school visitations, special mailings to high school students, special mailings to currently enrolled students, faculty referrals, and through entrance/assessment testing.

Admission and Retention Requirements

Admission requirements for the honors program are the following: (a) a 3.5 GPA or higher in high school or at Miami-Dade Community College; (b) top 10% on nationally normed tests; (c) top 10% of high school class; (d) extra strong recommendations. Retention requirements once in the honors program are to finish 21 credits per year with at least nine Honors credits and a 3.25 GPA. An honors student must finish 18 honors credits by the time of graduation.

Student Profile

Seventy-five students are currently enrolled in the honors program. The demographic profile of the honors students is 45% female, 55% male. Of the total, 53% are Caucasian, 12% are Black, 30% are Hispanic, and 5% are Asian. Both full- and part-time students are eligible for enrollment in the Honors Program. The minimum number of hours a part-time student must carry is 21 credits per year.

Honors Faculty

Only full-time faculty teach honors classes, and they are chosen by the Honors Committee. Additional compensation is given for teaching honors program classes. Honors faculty receive an additional $100 per contract for contract work and for directing sophomore projects. A faculty member may teach any number of courses in one semester, but most teach just one course.

Instructional Activities

The types of instructional activities emphasized in honors classes are seminar-type discussions, research papers, and "hands-on" application. The major instructional differences between regular classes and honors classes are additional reading assignments, additional writing assignments, more independent study, more in-depth discussion, and additional research.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students, departmental chairperson, administrators, and the Honors Committee. Honors faculty are evaluated by the students, departmental chairperson, and the Honors Committee.

Counseling Services

Honors students are assigned to special counselors or faculty mentors. The mentors supply whatever types of counseling the student needs: personal, course progress, career, or university transfer.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is 80%; the completion rate in classes for the college as a whole is 60%. Twenty students have graduated from the Honors Program and have transferred to a senior institution. Follow-up studies on the graduates are now in progress.

Future Plans for the Program

Future plans for the honors program are to expand course offerings, expand the Scholarships Search Service, develop more seminars, and promote more student involvement in the humanities while increasing involvement in the technical-occupational areas.

MIAMI-DADE COMMUNITY COLLEGE
SOUTH CAMPUS
11011 S.W. 104TH STREET
MIAMI, FLORIDA 33176
(305) 596-1211

HONORS PROGRAM DIRECTOR: GEORGE EMERSON

History of the Program

The Honors Program has been in existence for two years. A planning committee consisting of administrators, faculty, students, counselors, a financial aid representative, and an admissions representative worked on developing the program for two years before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, counselors, and students. The functions of the committee are to approve applicants for the program, recommend faculty assignments, design class schedules, and organize/plan special functions.

Program Director's Responsibilities

The director is a full-time salaried administrator who is charged with recruitment and advisement responsibilities as well as developing programs, improving and evaluating existing programs, and preparing, designing and implementing seminars and leadership programs. The director, also an advisor to Phi Theta Kappa, schedules meetings, acts as a liaison between students, faculty and other administrators, prepares written material (brochures) for the programs, and administers college-wide grants.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs only. The 1983-1984 budget for the honors program was $10,000, plus an additional $5,000 from the Faculty Staff Development Program. These amounts do not include salary figures for the director or the secretarial staff.

Special Program Features

The features of the honors program are special "honors sections" of classes; "in-course" honors; interdisciplinary studies/courses; specially designed courses; seminars; workshops; academic advisement; career counseling; personal counseling; faculty mentors; opportunities for research; "special privileges" (i.e., early registration, bypassing requirements, etc.); social activities; recognition banquet; an honors meeting room or lounge; scholarships; and the challenge. The three features which honors students consider the most important are scholarships, the challenge, and special privileges.

Special recognition is given to honors students at graduation with a special notation indicating college honors program graduate status on the transcript.

Program Courses

Honors courses are offered in most subjects: English, humanities, business, computer science, history, economics, government, social science, math, and physical education. Approximately 24 courses are offered each semester with a total enrollment in all courses of 600. Honors classes are limited in size to permit a high percentage of student participation in open class discussion. Honors classes are only offered during the day and are block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, media coverage of special events, and direct mailings. Students are recruited for the program via high school visitations, special recruitment meetings on the college campus, ads in college newspapers, special mailings to high school and currently enrolled students, and in the college schedule/mailer.

Admission and Retention Requirements

Admission requirements for the honors program are a minimum SAT score of 1100 or ACT of 25, a cumulative grade point average of 3.1 and graduation in the top 10% of the high school class.

Retention requirements once in the honors program are that a student must maintain a GPA of 2.8 per term and not less than a 3.25 GPA per year.

1. Honors Course Requirements:

   Students must enroll in and successfully complete a total of 18 Honors credits. A year is counted as four consecutive terms after the student initially enrolls. A minimum of 9 Honors credits a year must be taken; students who have completed their 18 Honors credits must successfully complete at least one three-credit Honors course in each subsequent year they participate in the program.

   Students admitted during the spring semester must take at least one three-credit honors course during the spring/summer semester.

2. Participation Requirements:

   Students in the program are expected to participate in orientation and leadership seminars, and to attend lectures and other events sponsored by the Distinguished Visiting Professor series.

3. Enrollment Requirements:

   Students must enroll for and earn at least 12 credits during the combined major terms (Fall and Winter) and must earn a minimum of 21 credits per year.

4. Honors Activities:

   The student must complete at least five Honors-related activities per year such as participation in DVP activities, participation in Brain Bowl, Phi Theta Kappa, etc.

Student Profile

Ninety students are enrolled in the honors program currently. The demographic profile of the honors students is 60% female and 40% male. Of the total, 58% are Caucasian, 40% Hispanic, and 2% Black. Sixty percent are between the ages of 18-20, 10% are 21-22, 10% are 23-24, and 20% are 25 years or older. Part-time students are not eligible for enrollment in the Honors Program.

Honors Faculty

A combination of full- and part-time faculty teach honors classes; a faculty member may teach up to two courses in one semester. The faculty is chosen by the departmental chairperson, administrators, peers, and students. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional activities emphasized in honors classes are rigorous, in-depth exploration of the subject matter; focus on concepts, controversial issues, and alternative viewpoints, reasoning and problem-solving, along with writing and research whenever possible. The major instructional differences between regular classes and honors classes are additional reading assignments; additional writing assignments; more independent study; more in-depth discussion; interdisciplinary activities; additional research; critical/creative thinking exercises; class presentations; and problem-solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by students, faculty, the departmental chairperson, and administrators. Honors faculty are evaluated by students, administrators, and the departmental chairperson.

Counseling Services

Special counselors are assigned to honor students.

Program Completion and Follow-up after Graduation

Four students have graduated from the Honors Program and have transferred to senior institutions. Follow-up studies have not been done on the graduates.

Future Plans for the Program

Future plans for the honors program are to add a program for business and architectural students.

MORAINE VALLEY COMMUNITY COLLEGE
10900 SOUTH 88TH AVENUE
PALOS HILLS, ILLINOIS 60465
(312) 974-4300

HONORS PROGRAM DIRECTOR: LEN JELLEMA

History of the Program

The Honors Program began in the Fall of 1984. A planning committee consisting of administrators, faculty, counselors, a financial aid representative and an admissions representative worked on developing the program for one year before implementing it.

Advisory Committee

The Honors Program has an advisory/steering committee that consists of faculty, counselors, a financial aid representative, and an admissions representative. The functions of the committee are to design class schedules, organize/plan special functions, and design evaluation instruments for the honors classes and the Honors Scholar Program.

Program Director's Responsibilities

Under the direct supervision of the Dean of Liberal Arts and in cooperation with the department heads, the director is responsible for directing, developing, implementing, budgeting and staffing the honors scholar program within the parameters of established policy and available facilities and resources. The duties include the following: chair Honors Committee; plan, prepare and submit for approval a schedule of honors courses for each semester; plan, prepare and submit a budget for the honors program; assist Marketing in the development of program brochures; coordinate recruitment efforts with Admissions and College Activities; prepare a manual for honors students explaining the program and the honors courses; coordinate efforts with the Research Department to study the program participants' perceptions of the honors program, their needs, their success rates at MVCC, and their performances at senior institutions; write a newsletter to communicate with the instructors in the district who teach honors classes at the local high schools and to keep students enrolled in Moraine's program informed about upcoming courses and events; plan orientation tea at the start of the semester; organize periodic gatherings of students and faculty to share projects, present papers, discuss current issues, and maintain motivation; plan an end-of-the-academic-year luncheon to emphasize the positive achievements of both students and faculty; arrange for guest speakers for scheduled activities; and plan and develop honors scholar related projects as assigned.

The director receives six semester hours of released time in the fall and spring and two hours in the summer for serving in this position.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs only. The 1985 budget for the honors program was $9,500, which did not include faculty salaries or other instructional equipment or supplies.

Special Program Features

The features of the honors program are special "honors sections" of classes; special educational or intellectual activities in addition to course work; academic advisement; career counseling, personal counseling; faculty mentors; opportunities for research; social activities; recognition banquet; and scholarships. The three features which honors students consider the most important are scholarships, special "honors sections" and academic advisement. Special recognition is given to honors students at graduation through the "Honors Scholar" designation on the diploma and transcript.

Program Courses

Honors courses are offered in communications, math, psychology, chemistry, humanities, biology, and history. Approximately six to eight courses are offered each semester with an average enrollment in all courses of 15 students. Honors classes are not limited in size; they are offered during both day and night and are block scheduled.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, flyers, press releases, direct mailings, and high school visitations. Students are recruited for the program via high school visitations, special recruitment meetings on the college campus, special mailings to high school students, special mailings to currently enrolled students, college schedule/mailer, and through Phi Theta Kappa.

Admission and Retention Requirements

Admission requirements for the honors program are that the student must meet any <u>two</u> of the following: (a) top 10% of graduating class in a college prep. program; (b) high school GPA of at least 3.5 (on a 4 point scale); (c) a composite score of at least 25 on ACT; (d) a combined score of at least 1,100 on SAT; (e) a GPA of 3.5 or better for a minimum of 12 credit hours at MVCC (no D or X grades); (f) a score at or above the 90th percentile on two of three assessment tests (reading, English, advanced math).

Retention requirements once in the honors program are that the student must take two honors courses per academic year and maintain a cumulative GPA of 3.5 for all course work.

Student Profile

Approximately 58 students are currently enrolled in the honors program. The demographic profile of the honors students is 66% female and 34% male. Of the total, 98% are Caucasian and 2% are Asian. Sixty-nine percent are between the age of 18-20, 9% are 21-22, 9% are 23-24, and 14% are 25 years or older. Full- and part-time students are eligible for enrollment in the Honors Program. There is no minimum number of hours a part-time student must carry.

Honors Faculty

Only full-time faculty teach honors classes, and they are chosen by the department chairperson and administrators. A faculty member may teach up to two (2) honors courses in one semester. Additional compensation is not given for teaching honors program classes.

Instructional Activities

The types of instructional acitiviies emphasized in honors classes are research, in-depth reading, discussion, writing, individualized projects, and problem solving. The major instructional differences between regular classes and honors classes are additional reading assignments, additional writing assignments, more in-depth discussion, interdisciplinary activities, additional research, critical/creative thinking exercises, class presentations, and problem solving activities.

Evaluation of Courses and Faculty

Honors courses are evaluated by the students and faculty; honors faculty are evaluated by the students, departmental chairperson, and the Honors Program Coordinator.

Counseling Services

Honors students are assigned to special counselors for personal, career, and academic counseling.

Program Completion and Follow-up after Graduation

The completion rate in honors classes is not yet established since the program is in its first semester. As yet, no students have graduated from the Honors Program.

Future Plans for the Program

Future plans for the honors program include offering interdisciplinary courses and possibly establishing a core of required courses based on general education requirements.

SANTA FE COMMUNITY COLLEGE
3000 N.W. 83RD STREET
GAINESVILLE, FLORIDA 32606
(904) 377-5161

HONORS PROGRAM DIRECTOR: HEIJIA WHEELER

History of the Program

The Honors Program has been in existence since 1979. A planning committee consisting of administrators, faculty, students, counselors, an admissions representative and community members worked on developing the program for six months before implementing it.

Advisory Committee

The Honors Program has an advisory committee that consists of administrators, faculty, counselors, an admissions representative, students, and community members. The functions of the committee are to approve course outlines, approve course syllabi, approve applicants for the program, recommend faculty assignments, design class schedules, and organize/plan special functions.

Program Director's Responsibilities

The primary function of the director is to oversee the revision of the Honors Program since the program is now being revised and is under the supervision of the Dean for Instruction.

Program Description and Budget

The honors classes are related to Liberal Arts/Transfer programs and the general education program. No information was reported on the current budget for the honors program.

Special Program Features

The features of the honors program are special "honors sections" of classes; "in-course" honors; specially designed courses, seminars, workshops (the three preceding activities are in planning stages); academic advisement; career counseling; personal counseling; faculty mentors; "special privileges" (i.e., early registration, bypassing requirements, etc.); social activities; recognition banquet; an honors meeting room or lounge; and scholarships. The three features which honors students consider the most important are scholarships, "in-course" honors, and special privileges.

Special recognition is given to honors students at graduation with special recognition in the Honors Ceremony, a certificate, and notation on transcripts.

Program Courses

The following new courses are being planned for the Honors Program: Honors Colloquiums: A student who is eligible will sign up for one (1) hour colloquium associated with a regular course normally offered in a department. Which courses will have such colloquia will be determined by the department(s) involved. The colloquium should enable a student to explore in greater depth, and/or breadth, the material covered in the regularly scheduled course in which he is concurrently enrolled.

Honors Seminar: The seminar will focus on a particular theme or topic. It may be interdisciplinary in nature, but not exclusively. The primary purpose of such a seminar will be to examine topics rarely covered in individual courses.

In both cases, a detailed outline must be submitted with clearly stated objectives. The initial approval will come from the department chairmen, and then, it will be approved by the Dean for Instruction. The outline(s) will then be passed on to the Honors Committee.

Recruitment of Students

The types of marketing strategies being used to publicize the honors program are brochures, press releases, and media coverage of special events. Students are recruited for the program via high school visitations, special recruitment meetings on the college campus, and special mailings to high school students.

Admission and Retention Requirements

Admission requirements for the honors program are ranking in the top 10% of the high school graduating class and receiving the recommendation of the high school.

A student who exhibits high competency in a particular area may be nominated by an instructor or apply for admission into the program coursework. The student completes the application form and submits two letters of recommendation from academic sources. The Honors Committee screens the applicants and makes the selection decisions.

Retention requirements once in the honors program are maintaining at least a 3.0 GPA and completing the degree program within three years. Honors graduates must have a 3.8 GPA at the time of graduation. Board of Trustees Academic Scholars need a 3.0 GPA at time of graduation.

Student Profile

Approximately 150 students are currently enrolled in the honors program. An overall demographic profile of the honors student is not available, but 95% are between the ages of 18 and 20. Part-time students are eligible for enrollment in the Honors Program; however, all students must complete the program within three years.

Honors Faculty

A faculty member may apply to the Honors Committee or be invited by the committee to participate in the program. The Honors committee is composed of a member from each of the academic areas and chaired by a person named by the Dean of Instruction. The Honors committee recommends the faculty for the program to the Dean of Instruction.

The colloquium (1 hour) and the seminar (3 hours) are considered as part of an instructor's teaching load, if he or she is accepted as an Honors Program Faculty member.

Counseling Services

Honors students are assigned to special counselors for academic and personal counseling.

Program Completion and Follow-up after Graduation

There have been 370 honors graduates and 75 Board of Trustees Academic Scholars. Ninety percent of the graduates have transferred to senior institutions. A follow-up study of the graduates is in progress.

Future Plans for the Program

Future plans for the honors program include an expansion of the honors program and the granting of a Board of Trustees Academic Scholarship.

IV
REPORTS ON DISTRICT-WIDE HONORS ACTIVITIES

THE MARICOPA COLLEGES
3910 EAST WASHINGTON
PHOENIX, ARIZONA 85034
(602) 244-8355

DISTRICT-WIDE DIRECTOR: Alfredo G. de los Santos Jr.

Annual Forum Series (6-7 nationally known speakers)

District office staff select the theme and speakers for this series in consultation with the college coordinators. District schedules the speakers to appear on an agreed-upon meeting formula and format, typically three speakers in each semester. Publicity materials are developed and printed by District Public Affairs. These events are publicized by both the District and the colleges.

Annual Spring Honors Convocation

This affair is planned by the District office, and the content is designed in consultation with College Honors Coordinators. The activity is publicized through both the colleges and the District office.

New Scholarship Programs

Materials describing the programs are developed and printed at the District office. Dissemination of information to colleges and high school students is arranged in cooperation with the college honors coordinators.

Articulation Activities

At the state level an annual meeting of university, college, and district coordinators is held to discuss issues and solutions related to the smooth transfer of students among programs and to discuss the current program offerings in Honors programs throughout the state.

Other

DIALOG searches are conducted for bibliographies regarding Forum speakers.

Policies on fee waivers and budget issues at each college are collected and disseminated as appropriate.

Workshops and conferences for in-District personnel as well as others are planned and hosted. (MCCD will host the Western Regional Honors Conference in 1985.)

MIAMI-DADE COMMUNITY COLLEGE
DISTRICT ADMINISTRATION
11011 S.W. 104th STREET
MIAMI, FLORIDA 33176
(305) 596-1080

DISTRICT-WIDE DIRECTOR: Ronald W. Link

The District Coordinator has responsibility for:

1. Arranging and coordinating all trips by College teams participating in Academic events.
2. Arranging and coordinating Academic Competitions hosted by the College.
3. Preparing and distributing a newsletter for academically-superior students.
4. Preparing and distributing brochures and booklets describing the Honors program.
5. Replying to requests for information about the program from other Honors Directors.
6. Coordinating the processing of Honors contracts.
7. Completing sections of reports pertaining directly to the Honors program such as Equal Access/Equal Opportunity Report.
8. Calling and chairing meetings of Collegewide Emphasis on Excellence Committee.
9. Preparing recommendations pertaining to Honors work for Academic Affairs Committee's consideration.
10. Writing up appeals for reinstatement of lost scholarships.
11. Coordinating Honors course articulation among campuses.
12. Developing forms and policy statements pertaining to the Emphasis on Excellence Committee.
13. Revising materials announcing scholarships.
14. Writing of grant proposals for Distinguished Visiting Professors.
15. Coordinating Grants on Excellence.
16. Serving as representative/resource person to other collegewide committees.
17. Gathering and disseminating information on scholarships to transfer institutions.
18. Following up on scholarship offers from transfer institutions.
19. Coordinating and arranging annual Scholar's Night program at which academic scholarship students are honored.

V
REPORTS ON COLLEGES PLANNING HONORS PROGRAMS

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
NORTH LAKE COLLEGE
5001 NORTH MACARTHUR BOULEVARD
IRVING, TEXAS 75062

An honors program will be operational in the fall of 1985; it is being planned by administrators.

DELTA COLLEGE
UNIVERSITY CENTER, MICHIGAN 48710

A planning committee consisting of administrators, faculty, counselors, and an admissions representative, is designing an honors program that will be operational possibly in the fall of 1985 to allow adequate curriculum planning time.

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
DE ANZA COLLEGE
21250 STEVENS CREEK BOULEVARD
CUPERINTO, CALIFORNIA 95014

The Dean of Instruction, the Dean of Guidance, and the Faculty Senate Improvement of Instruction Committee are presently considering a program and reviewing the honors program in operation at Foothill College.

JOHNSON COUNTY COMMUNITY COLLEGE
12345 COLLEGE BOULEVARD
OVERLAND PARK, KANSAS 66210

A planning committee consisting of administrators, faculty, students, and counselors is designing an honors program that will be operational in the spring of 1986.

LANE COMMUNITY COLLEGE
4000 EAST 30th AVENUE
EUGENE, OREGON 97405

A planning committee consisting of administrators, faculty, and students is designing an honors program that will be operational in the fall term of 1984. The program will be related to the general education program, occupational programs, and certificate programs. The tentative plan is for an honors seminar series open to all eligible students as electives in their programs. There will also be an honors independent study option for specialization in the student's major field.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
LOS ANGELES PIERCE COLLEGE
6201 WINNETKA AVENUE
WOODLAND HILLS, CALIFORNIA 91371

A planning committee consisting of administrators, faculty, students, and counselors is designing an honors program that will become operational in the fall of 1984. The program will be related to the general education program.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
LOS ANGELES TRADE-TECHNICAL COLLEGE
400 W. WASHINGTON BOULEVARD
LOS ANGELES, CALIFORNIA 90015

A planning committee consisting of administrators and faculty is designing an honors program; no date has been set as yet for completion.

ST. LOUIS COMMUNITY COLLEGE DISTRICT
FLORISSANT VALLEY
3400 PERSHALL ROAD
SAINT LOUIS, MISSOURI 63135

An honors program is in the planning stages. It is being designed by a committee consisting of administrators and faculty.

ST. LOUIS COMMUNITY COLLEGE DISTRICT
FOREST PARK
5600 OAKLAND AVENUE
SAINT LOUIS, MISSOURI 63110

An honors program will be operational in the 1985-86 academic year. The program is being planned by a committee consisting of administrators, faculty, and counselors.

ST. LOUIS COMMUNITY COLLEGE DISTRICT
MERAMEC
11333 BIG BEND BOULEVARD
KIRKWOOD, MISSOURI 63122

A planning committee consisting of administrators, faculty, and counselors is designing an honors program that will be operational in the fall of 1985.

VI
REPORTS ON COLLEGES NOT PLANNING HONORS PROGRAMS

CENTRAL PIEDMONT COMMUNITY COLLEGE
P.O. BOX 35009
CHARLOTTE, NORTH CAROLINA 28235

An honors program is not being planned at this time. The idea has been discussed several times, but no action has been taken to this point to start such a program. The faculty seem to be split approximately 50/50 on the idea of an honors program.

CUYAHOGA COMMUNITY COLLEGE
WESTERN CAMPUS
7300 YORK ROAD
PARMA, OHIO 44130

An honors program is not being planned at this time, but there are "honors" sections of the freshman English series--English 101, 102, and 103.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
CEDAR VALLEY COLLEGE
3030 NORTH DALLAS AVENUE
LANCASTER, TEXAS 75134

Cedar Valley does not have an honors program because of its size. The enrollment of about 1100 FTE split nearly equally between day and evening classes would cause the offering of honors courses to be far too expensive.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
EL CENTRO COLLEGE
MAIN AND LAMAR
DALLAS, TEXAS 75202

There are no plans to offer an honors program at this time, but there has been some discussion concerning such a program.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
MOUNTAIN VIEW COLLEGE
4849 WEST ILLINOIS
DALLAS, TEXAS 75211

Although there is no formal honors program on campus at this time, the Communications Division did unilaterally offer one for several semesters. Essentially, it lacks priority--some feel it's elitist in an open-door institution. Lacking this thrust, it's difficult to get it recorded on transcripts, to identify students, to market, to publicize.

GOLDEN WEST COLLEGE
15744 GOLDEN WEST
HUNTINGTON BEACH, CALIFORNIA 926470592

There are no plans to offer an honors program at this time.

KERN COMMUNITY COLLEGE DISTRICT
CERRO COSO COMMUNITY COLLEGE
COLLEGE HEIGHTS BOULEVARD
RIDGECREST, CALIFORNIA 93555

An honors program is not being planned at this time.

KIRKWOOD COMMUNITY COLLEGE
P.O. BOX 2068
CEDAR RAPIDS, IOWA 52406

There are no plans to offer an honors program at this time.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
EAST LOS ANGELES COLLEGE
1301 BROOKLYN AVENUE
MONTEREY PARK, CALIFORNIA 91754

Although there is no formal honors program on campus at this time, there are several informal programs which offer college credit and support to high school students. Among them are Upward Bound, Health Careers Opportunity Program, and cooperation with neighboring high schools in conjunction with advanced placement and SAT testing. The latter program includes enrichment classes and activities, including college credit classes.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
LOS ANGELES HARBOR COLLEGE
1111 FIGUEROA PLACE
WILMINGTON, CALIFORNIA 907442397

There are no plans to offer an honors program at this time.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
LOS ANGELES MISSION COLLEGE
1212 SAN FERNANDO ROAD
SAN FERNANDO, CALIFORNIA 91340

There are no plans to offer an honors program at this time because of limited resources in terms of budget and staff.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
LOS ANGELES SOUTHWEST COLLEGE
1600 WEST IMPERIAL HIGHWAY
LOS ANGELES, CALIFORNIA 90047

There are no plans to begin an honors program because of budgetary considerations.

MIAMI-DADE COMMUNITY COLLEGE
MEDICAL CENTER CAMPUS
950 N.W. 20th STREET
MIAMI, FLORIDA 33127

An honors program is not being planned at this time because the health-related professions are so prescriptive and have a clinical lab component. It is, therefore, not cost effective.

PERALTA COMMUNITY COLLEGE DISTRICT
333 EAST EIGHTH STREET
OAKLAND, CALIFORNIA 94606

An honors program is not being planned at this time because there has not been an interest expressed by any of the five autonomous colleges.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

FEB 8 1985